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...lost a leg at Waterloo...

A misty future at the end of the line? The view from the Department of Education and Science at the beginning of 1976 must be more than usually clouded. As Mr Mulley surveys the scene from Elizabeth House the *lines all seem to point in the same direction*—a sustained period of restraint on spending, smaller age-groups, more teachers than jobs—but they cross and recross in a signalman's nightmare. If the light is green at the moment, how long will it stay that way?

What the education service needs badly is confidence – confidence to plan within available resources, whatever they are. What it has, instead, is the expectation of cuts followed by more cuts; and this unpleasant sequence will vary locally according to the vagaries of the Rate Support Grant formula and the state of the parties. Some time next month there will be the Public Expenditure White Paper to tell how the Chancellor's *cuts for 1978-80 are to be shared out (including the* £500m lopped off earlier forecasts of education spending). The reality will be, at the same time, not so bad as this suggests and worse: not so bad, because some of the cut can be explained by lower forecasts of demand in higher education and the continuing fall in the birthrate; worse because each year of acute stringency cuts a little deeper into the bone.

There is also a great unreality about notional cuts made two years ahead. Historically, the figures in previous White Papers have not borne any very close relationship to what happens in practice. It must be seriously wondered if members of the Cabinet who *trade £100m of education for £50m of defence and a* few thousand council houses, have any very serious knowledge of how their decisions will work out in practice. They can get enough agreement to get the train on the rails and the Chancellor can wave his green flag, and the engine can pull out of Waterloo station. But how many times it will stop at signals, which points will fail, into what branch lines it will get diverted—all these lie in the future wrapped in the uncertainties which provide the raw materials of politics.

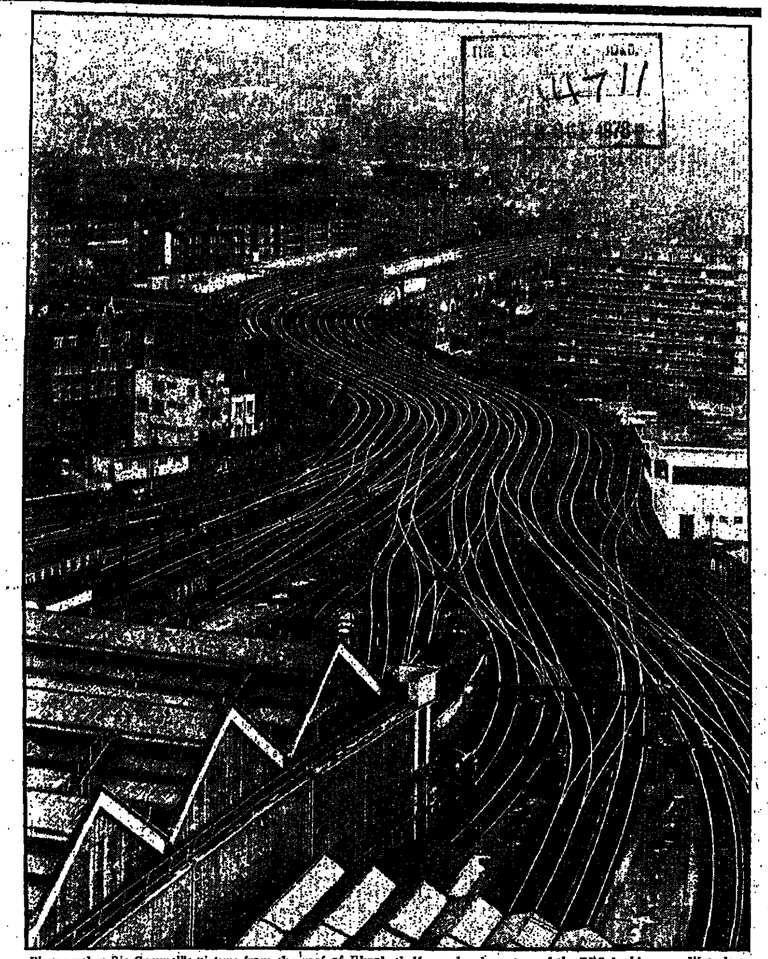
If a continuing concern with housekeeping matters is going to bear heavily on 1976, it is going to be of the utmost importance to see that this does not hog the whole of the stage. This looks like being a year in which the curriculum comes to the fore and, perhaps, a year in which the teachers' grip on the curriculum is challenged, if only tentatively, by other members of the community. In particular, the secondary school curriculum comes under scrutiny because decisions have to be taken about two major examinations. These will affect the shape of secondary education for years to come and, with what ever is eventually proposed to replace A level, they represent the most substantial work which the Schools Council have undertaken.

So far the only people who have contributed significantly to the debate have been the teachers and the rest of the educational establishment. The final decisions will lie with the Secretary of State, who must wonder why *strategic decisions of this kind should* be prepared only by the professional group whose work will be monitored by this examination system. Mr Mulley will not lack advice to submit this professional consensus (if it exists) to wider scrutiny. If he does so, *nobody should cry "foul"—they should* welcome the opportunity to convince a wider constituency, and the chance to improve their own understanding by being forced to take account of other insights.

If somewhere along the line they have to negotiate some far-from-level crossings and a few stop signals, this would be no tragedy if it helped to reestablish the public character of this curricular debate.

No comment

Cr John D. Pearman, committee chairman, said ratepayers should be pleased with the statistics, for they showed that Hertfordshire spent less, per capita, on education than any other authority in the country—from a report in the Hertfordshire and Cuttleford Express.



Photographer Ric Gemmell's picture from the roof of Elizabeth House, headquarters of the DES, looking over Waterloo.

A peerage for life

Sir Alan Bullock, who was responsible for *A Language For Life*, the report on reading standards, has been given a life peerage in the New Year's honours list. page 3

Post-Chrysler depression

Labour MP John Mackintosh says it is madness to spend £162.5m rescuing Chrysler while cutting back on money for education. page 2

Locomotiv GT

Frank Lipsius on rock in Hungary. page 16

'Tyndale a mess when I came'

Mr Terry Ellis, head of the contentious London junior school, gives his own evidence at the inquiry. Mark Jackson reports. page 4

What to do with 16-19s

Oxfordshire is one of the few l.e.a.s to make a systematic assessment of how to plan for the 16-19 age group. A report on their conclusions. John Gretton. page 6

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Year of the rich teacher

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John Maddox discusses a rare virus which may be responsible *for many mental defects.*
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Imperial hangover?

Should the Ministry of Defence spend more than £2 million a year on cadet corps in schools? page 14

'I tried to save rundown school,' says head

Mr Terry Ellis, head of William Tyndale junior school, gave evidence this week. It consists mainly of a written account of his experiences with the school, its parents, the managers, and the ILEA from the time he applied for the vacant headship in the early summer of 1973 to the start of the present inquiry. It takes up 83 closely typed foolscap pages.

Mr Ellis talks of having taken over a rundown, under-equipped school with a divided staff. There had been parental discontent and the roll had declined by more than 30 in the previous year.

When he explained the difficulties to the managers they appeared supportive. There was no criticism of his philosophy or practice in that first term, which ended in April 1974.

There was no overall educational policy, agreed by the staff, operating at the time. He was "impressed" by the benefits to children of cooperative teaching, but he did not wish to introduce it without very careful preparation.

He sought to make staff meetings a wide-ranging forum at which they could discuss all the issues affecting the school "in an atmosphere of trust and openness".

Discussions were frank, and divisions were made obvious. Mrs Irene Chowles, supported by one other teacher, leaned towards structured teaching, but was willing to consider new ideas: Mr Brian Haddow, while believing in the necessity for control, favoured greater consideration for individual children's needs and choices and a wider range of options.

The other teachers, except for Mrs Dolly Walker, generally supported his own approach.

Mrs Walker held "very inflexible views on all aspects of school life: She believed in highly structured formalized learning, extremely strict discipline, and a minimum of choice.

In the summer term of 1974, after Mr Haddow and another teacher, Mrs Jackie McWhirter, had started activities which involved movement beyond classroom bounds, Mrs Walker became "increasingly excitable" and appeared to believe that certain teachers were introducing "chaos and anarchy" with the head's approval.

In a document on the staff noticeboard on May 22, 1974, Mrs Walker attacked himself, Mrs Chowles, Mrs McWhirter and "strangely enough, only to a lesser degree, Mr Haddow". Even staff who might have agreed with Mrs Walker's general philosophy took exception to these personal attacks.

On June 3 Mrs Stella Burnett, chairman of the managers, mentioned that complaints of lack of control and proper learning at the school had been communicated to her, notably by two other managers, Mrs Aelfthryth Gittings and Mrs Denise Dewhurst. He told her he was surprised since a fortnight earlier, she had expressed approval of the way the school was running.

Mr Ellis alleges that unannounced visits were made by Mrs Gittings and another manager, Mrs B. Davies. After consulting the NUT, he told the staff that all managers should make their presence known to him before visiting classrooms.

At a staff meeting on June 5, Mrs Walker suggested that Mr Haddow "should go and throw bombs", and alleged that certain staff members were seeking "the downfall of civilization". Everyone objected to her proposal to call a parents' meeting, and she was told this would be an act of disloyalty. No specific complaints had at that point been made by parents.

Two days later he and Mr Haddow met Mrs Burnett, Mrs Gittings and Mrs Dewhurst to discuss anxieties about the school which had been raised at the last managers' meeting. Mrs Burnett said that Mrs Walker had told her on the telephone that she was worried about the school.

During the first few days of July reports reached him of visits to parents' homes by Mrs Walker to distribute a document attacking "the free choice method of education based on total children's rights as practised at William Tyndale Junior School".

He was also told by Mr Haddow of a parent's warning that there was a campaign to get the two of them dismissed by denouncing them at a parents' meeting which the chairman of the managers had called for July 9. Mr Haddow was to be denounced as "too revolutionary" and he as being too violent to children.

Just before the meeting he was warned privately by Mrs Dewhurst that "something unpleasant" was being prepared by certain people.

At the meeting, Mrs Walker said that the document criticizing "free choice" had been largely prepared by her. She alleged that a member of the staff had set up experiments where children could do as they liked, and that a member of the staff who had the head's ear "exclusively", was recommending their extension to the whole school.

The district inspector, Mr Rice, made no comment during Mrs Walker's speech, and did not attempt to stop her, although he later said that the head and staff had his support. Mr Ellis insists that he did not leave the meeting before it ended as the education officer's report to the inquiry stated.

When he told Mrs Burnett later that he felt he should terminate Mrs Walker's contract (she was a part-time teacher), Mrs Burnett advised him not to risk turning her into a martyr.

Although his own relationships with Mrs Brenda Hart, the Tyndale infants' head, were cordial, it was difficult to secure effective liaison. "In general, the infants' staff seemed to take the view that our difficulties were disrupting their school and that this was none of their responsibility."

In September, 1974, he was told by Mr Rice of a meeting at divisional office with four managers, including Mrs Burnett, at which they had expressed anxieties about the school and said they were giving it a term to settle down. If they were still not satisfied, they would press for an inquiry. He again complained to Mr Rice about the unsupportive activities of certain managers.

On September 23, while he was away sick, his wife complained to Mr Rice of the strain placed on him by constant outside interference. Mr Rice promised his continued support. He told her he thought an inquiry would serve no purpose and used the phrase "You do not pull up a plant by its roots to see if it's growing".

Things quietened down after a managers' meeting in October had expressed support of the staff. In February, 1975, however, Mrs Margaret Bray, the newly appointed senior education welfare officer, told him she had been warned at divisional office that the school was being run by "an International Socialist cell."

On April 28 he heard from the schoolkeeper that a petition was being organized against the school. The names of a manager, Mrs Elizabeth Hoodless, and a councillor, Mr Alan Pedrick, were mentioned in connection with it.

He next heard of the petition at the managers' meeting on May 19, when Councillor Robin Mayhew produced a petition form which became the basis of a resolution calling on the ILEA to consider reorganizing William Tyndale junior and infants as a single merged school.

Terry Ellis

He was twice assured by M in the days following the that he was not worried a school and that the ILEA plans for reorganization w

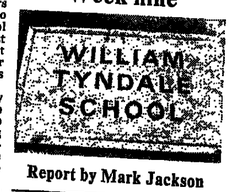
On June 23, after the s announced that managers would not be acceptable hours, the new chairman managers, Mr Brian Tenna Mrs Hoodless asked to s classes at work but were n to leave.

Of his decision to join wi members of the staff in th which began when the ing were due to arrive at the sch September 22, Mr Ellis says:

"I was fully aware that a teacher has responsibilities to the education authority and pected to endorse and carry action its policies and decisi took the view, however, that case I also had a responsi towards my staff, most of w were in an intolerable situa

Withdrawal of labour wa as a last resort, when all representations had failed. I intended to take place on the sion of the inspection, beca was a stage in the inquiry, b never intended to obstruct inspection.

London inquiry Week nine



Report by Mark Jackson

'It was worse than I thought'

The chairman of the managers blamed a group of women for the troubles of Tyndale, Mr Ellis told the inquiry on Monday.

He quoted a remark he alleged Mr Tennant made to him privately on a visit to the school in September, a few weeks before the inquiry began. Mr Tennant, he said, told him: "None of this would have happened if it had not been for that bunch of silly women running around at the beginning."

Questioned by the chairman, Mr Robin Auld, QC, Mr Ellis agreed that Mr Tennant's main concern in that particular conversation appeared to be to ensure a good working relationship between them.

Mr Ellis also said that his first impressions of the school when he walked round in the summer of 1973 as a potential candidate for the headship were that, although there were certain problems—he saw two boys "rolling around in the corridor"—the school was no worse than others in Inner London. "But I found when I took it over in January 1974 that the school was a mess", he said.

Asked whether parents had contributed in any way to the school's disciplinary problems, Mr Ellis gave the characteristic "rather than "isolated" example of a father who complained to him of a lack of discipline and at the same time he said that he had told his son that if he was involved in an argument or a fight he should pick up "the first thing to hand" and hit the other boy with it.

In reply to Mrs Tessa Moorhouse, Mr Ellis said the school had been "kicked around for so long" that it had been badly damaged. "The pressures on the staff were demoralising and, in the end, you had to fight off continued pressures.

"If you are pressurized from the outside it diminishes your efficiency on the inside. In the end what people have been saying about you becomes true. That is why I went on strike."

A number of parents—most of them critical in one way or another of the teaching or discipline at the school—gave evidence when the inquiry sat late into Monday evening to hear local residents at the Islsdon Teachers' Centre

Baubles Bangles and Beads, a holiday activity organized by the National Portrait Gallery, gave children the chance to copy jewelry worn by the people in the pictures.

Chinks in sex equality armour

by Frances Stadlen

Under the new Sex Discrimination Act, which came into force this week, education authorities can no longer specify in job advertisements whether they want men or women.

An exception can be made only if sex is a genuine occupational qualification. The act cites as an example people who provide "individuals with personal services promoting their welfare or education".

Under this clause, authorities can advertise specifically for a man or a woman to do jobs like counselling or pastoral care only when a balance of the sexes is needed or when it is felt they can do the job more effectively.

The recruitment of second masters and mistresses is a special case. The Burnham order made under the Remuneration of Teachers Act of 1975 lays down that one teacher shall be "designated as second master (or mistress) and of opposite sex to the deputy head(s) in a mixed school in group 7 or a higher group". This still stands because the new Act does not invalidate previous acts.

Under the section on education in the new Act, it is unlawful to discriminate against a pupil "in the way it affords her access to any benefits, facilities or services, or by refusing or deliberately omitting to afford her access to them, or subjecting her to any other detriment".

It is now illegal in mixed schools to ban a girl from metalwork and a boy from needlework.

If someone thinks discrimination has taken place, they must complain to the Education Secretary before starting civil proceedings. The Secretary of State has two months to consider the matter, after which the complainant can go to a county court.

The DES intend to issue a circular giving guidance on the Act soon. Meanwhile they say it is up to individual authorities to decide whether their textbooks or curriculum contravene it.

Some l.e.a.s have already taken steps to put their house in order. The Inner London Education Authority have issued a report from their standing conference on careers opportunities for women and girls. This promises to play a full part in removing "the present disadvantages suffered by women and girls".

The report quotes evidence that girls have less chance to do technical subjects, do less well in maths, take more arts subjects at A level and therefore have more of a struggle to get places at colleges and universities. They are also poorly advised about careers.

The ILEA have welcomed a recent study by the Inspectorate about how much differences in curriculum and customs contribute to unequal opportunities, and they have urged the Schools Council to consider a project on the aspirations, expectations and roles of women.

The clause in the Act making it unlawful to discriminate against a person training or wanting to train for any job has been backed by the Manpower Services Commission. They asked the Training Services Agency to prepare a report on training opportunities for women, which was published last week. It calls for more training for women; and more and better work.

School meals likely to cost 5p more from April

by Stephen Cohen

School meals are expected to go up from 15p to 20p. The increase is likely to be announced by Mr Fred Mulley, the Education Secretary, within the next few weeks and come into effect in April.

Local authorities have been urging the Government to put the price up because of the rapidly escalating cost of providing school meals.

The true cost of a school lunch is 34p and nearly six million children take them. The cost to public funds of this meals subsidy is £267m a year.

The meals last went up in April from 12p to 15p—amid an uproar that thousands of children would go hungry because parents would be unable to pay. In fact, the increase does not appear to have had much effect.

Miss Olive Gocher, chairman of the National Association of School Meals Organizers, said: "It had a very slight impact. There was some fall-off but eventually all the numbers were regained."

The cost of food was going up, Miss Gocher said. "The labour element also went up because of equal pay."

The National Union of Teachers said they would oppose any increase. "Our long standing policy is free school meals at all", a spokesman said. "A 33 per cent increase is a very stiff increase for parents to find. The ones who need a balanced diet will be the ones hardest hit."

Mr Martin Flannery, Labour MP for Sheffield, Hillsborough and a former headmaster, said: "If it is intended to raise these prices, it is very sad. The cuts in education are already so very serious that almost all the teaching community and large numbers of parents are being steadily antagonized.

"I hope this is one area the Government will leave alone. Every time they raise the price of school meals, a new layer of children drops out of having them."

Mr Neil Kinnock, Labour MP for Bedwelly, said Mr Mulley should "resist all pressures from scrooges inside and outside the Government to raise these prices.

"The extra money collected would be peanuts to the state, but a very large outlay for working-class families and a hammerblow against current economic policy."

Seven out of 10 school children stay for lunch and 13.5 per cent of the meals are free. Last year 9 per cent were free but in previous years nearly 17 per cent were without charge.

Last January's public expenditure White Paper anticipated an annual increase in the price of school meals from "1976 and thereafter in order to maintain the subsidy at a broadly constant proportion of the total cost".

The DES said this week that no definite decision had yet been made but there might have to be a price rise.

Mr Frank Field, director of the Child Poverty Action Group, said when Mrs Margaret Thatcher put up the price of meals in 1971 she was accused of an all-out attack on working people's living standards. "The people who attacked her then are putting the price up themselves now."

Deputy hit child—allegation

A surprise witness alleged that he saw Mrs Irene Chowles, the deputy head, hit a child in her class. Mrs Chowles is the one teacher at the junior school who did not join the strike by the rest of the staff last year.

The witness, Mr John Newman, is a Tyndale parent manager, but has not been called to speak as part of the managers' case. Instead, he has come forward to give evidence in support of the teachers who are in conflict with them.

The incident that Mr Newman described occurred, he said, in 1973 when he was a student sent in Tyndale for his first teaching practice. He did not protest, he said, because he felt that a student in someone else's class had very little po and he did not report the in because he was "not interest creating a witchhunt".

Mr Newman told Mrs Chow counsel, Mr Spencer Bernard, he could not pin down the d the alleged incident.

Further cross-examined by Bernard Mr Newman disclose he had failed his teacher tra course. When Mr Robin Auld, the chairman, intervened to f off further questions on the sub Mr Newman said that he did mind answering them. But chairman again expressed disp when, after Mr Newman had g he was a member of the Lab Party, Mr Bernard asked ques about his exact political sympath

Brash TSA put skids under DES

Pressure by the Training Services Agency for a say in the school curriculum is likely to build up this year. And all the signs are that it will have some success.

Through their parent body, the Manpower Services Commission, the TSA will shortly be making recommendations to the Government on the basis of the 300 or so comments received about their document on the vocational preparation of young people. They are almost certain to have strong words to say about the literacy and numeracy of school leavers and about the use of the last year at school.

The TSA are also continuing to discuss other issues that, intentionally or not, could extend their empire into different parts of the education system. Proposals to pay grants to further education colleges that cannot afford to expand to take TOPS courses, and the training of technical instructors and teachers, both of which have important repercussions for education, were on the agenda recently.

In spite of a general agreement that the TSA and MSC should cooperate with those concerned with education of older teenagers, the actual sharing out of control of education and training for this age group has still to be decided.

Three years ago there would have been no real contest. The education service had a virtually unquestioned monopoly of what was taught in schools. Any attempts to improve the transfer from school to work, such as work experience, were often the initiative of an individual school or teacher.

But money for education is now, short, there is scepticism about its effects in general and mounting criticism by employers of the products of schools. At the same time, civil servants and politicians have come to think that Britain's poor economic performance may in part be because of the low level of training offered to most leavers.

All this coincided with the reorganization of the Government's employment and training services. They were hived off into a quasi-independent body, the MSC, with two agencies — young, vigorous, aggressive, well staffed, fast moving, comparatively free from official restraints, and with a brief which has allowed the MSC to claim the role of overall manpower planning. Above all, it has money.

With a direct line to the Treasury, where the cry of "training for industrial reconstruction" opens up unsuspected coffers, it is a powerful partner and rival of the DES.

Not that the education service is against sharing some of its responsibilities with the employment and training world. It also sees a strong case for cooperation, but wants to keep it in check.

Last year, the DES discouraged the TSA from too much inquisitiveness about teacher training. But the issue has cropped up again in a different way—presumably not because of any subversive intent by the TSA, but simply because it has a crucial bearing on any new plans for education and training. At recent meetings, the TSA have discussed ways of improving the training of industrial trainers—possibly reviving the idea of a National Centre of Industrial Training—and raising questions about the training of further education teachers.

They are also now discussing the possibility of making capital grants to further education colleges which find that they are so short of space they cannot afford to put on TOPS courses. So far, it is only the principle that is under discussion, but the MSC expect it to become necessary next year in a few cases where the shortage of education building money may hinder the expansion of training.

The creation of the MSC has also given employers the more direct way they have always wanted of voicing their complaints about the schools. Some favour more general vocational work in the last year at school to prevarcome the ignorance among so many leavers about what a job actually entails. Others simply want their new entrants to be able to communicate better and do fractions.

At a conference just before Christmas organized by the British Association for Commercial and Industrial Education, Mr Frank Metcalfe, director of the Engineering Industry Training Board, said he expected the MSC to make their views about education known to those with the power to change it. And Mr John Cassels, former head of the TSA and now director of the MSC, said that because the MSC represented both education and industry they would be able to contribute a lot to narrowing the gap between education and industry.

Of the 11 members of the MSC, only one specifically represents education, and so the employers' attitudes to education seem certain to dominate discussions.

Matters will probably come to a head in March when the Government can expect two separate, and possibly in parts contradictory, reports on the education and training of young workers.

Earlier this year the TSA issued a consultative document on the vocational preparation of young people, and they will be chewing over the many comments they received with the MSC. Definite proposals will then be put to the Government. The large number of comments from employers suggest that they will make specific recommendations about schools.

At the same time, the long drawn out labourings of an inter-departmental committee which has been looking at the wider question of education and training of 16 to 19-year-olds should bear fruit in another report due to be sent direct to the Government. Though the TSA are represented on the inter-departmental committee, their report and consultations have been a separate enterprise. And it remains to be seen if Whitehall will make any attempt to put the two reports together in the interests of all the public protestations about a unified approach.

Philip Venning

Council gave wrong reason for refusing inquiry—Ombudsman

Surrey education committee may be forced to hold an inquiry into events five years ago at Archbishop Holgate School, Dorking. This follows publication last week of a report by the local ombudsman, Baroness Serota.

She found that the county council were guilty of maladministration when the education committee decided against holding an inquiry into the school by claiming, wrongly, that the DES had already carried out an investigation. But she dismissed two other complaints and ruled that a third had no adverse effect.

The complaints arose out of the why the county council handled demands for an inquiry into the school. They were brought by Mr D. C. Smith after events in 1970 which resulted in his daughter leaving school (and home); Mr Smith later withdrew his son from the same school.

The county council now have to tell Baroness Serota what they intend to do to put the maladministration right. They say the report will be discussed by their education committee this month. But Lieutenant-Commander John Kennett, a member of a three man subcommittee of the education committee which originally supported an inquiry, said the council had no alternative but to hold one.

Baroness Serota did not look into the events at the school itself but at four complaints against the county council. She did not find there had been "improper attempts by the chief executive and county education officer to persuade members of a special subcommittee to reverse a decision to recommend an inquiry". Nor were the council wrong to refuse to give Mr Smith details of refutations by officers of the council of statements he has made.

She did feel there was maladministration over another complaint—that a member of Archbishop Holgate's governors took part in education committee deliberations—but she did not think Mr Smith suffered injustice as a result.

Lieutenant-Commander Kennett said last week: "Parents must be informed about formal recognized avenues for the redress of grievances, and this does not happen in Surrey. This was what was at the base of it all."

I have been reading a book called *Young minds for old*, though not as you may think as part of my package of New Year resolutions. It was written in 1936 and is a collection of essays by the brightest student leaders of the day from the universities of Oxford, Cambridge, London, Birmingham, Cardiff, Trinity College, Dublin, Edinburgh, Glasgow, Liverpool, Manchester, Nottingham and Sheffield, all writing about the burning issues of the day.

The idea behind it originated with Mr Edward Penning Rowsell, now chairman of the management committee of the Wine Society, and the editor was very properly, the then president of the NUS, one F. Lincoln Ralphs, who of course went on to fulfil his early promise by becoming chairman of the Schools Council.

Reading *Young minds for old*, one comes rapidly to the conclusion that, in matters of the generation gap, history not only repeats itself but virtually stands still. The editor tells us in his introduction that "the customs, conventions, beliefs and practices which have persisted for generations have been called in question and at times overthrown with a revolutionary violence which has startled and stormed the greybeards.

The first essay, "The Socialist solution," is emphatic that "Labour does not know better . . . and the old moral, political and artistic attitudes . . . even if it had not given statutory expression to the hellish device of division of a small nation into two sections—it would still have been unacceptable." We learn that in Derry City out of eight appointments recently made of nurses seven were Protestant. Catholics are expelled from their homes and murdered by unruly mobs in Belfast. Ireland "looks to her lost Province and between England and Ireland there can be no friendship while this evil exists".

As for Scotland, we learn from Mr Harold Monro that at the back of every Scotsman's mind, if only subconsciously, is the belief that while England harbours a closely allied if slightly inferior people, Scotland retains its individuality as a nation. The English suffer from an absurd illusion that they can govern any country immeasurably better than its inhabitants. What is needed is a parliament in Edinburgh to transact Scottish business with full financial powers and some form of federal government in London to deal with defence and foreign policy.

Then, naturally, there is a chapter on women. Things are looking up. Sentimental ballads are out, intelligent conversation is in; a "fragrant delicate constitution" is no longer one of women's chief sexual weapons. Women are now in the van of progress, though why wearing trousers should be progressive heaven only knows". In Turkey women have just been emancipated from centuries of trouser wearing and have graduated to the wearing of skirts. There is, it is true, no mention of bras, but a spirited essay ends up "to adopt Karl Marx, we have nothing to lose but our chains!"

As might be expected of student Conservatives, 40 years pass as if they were a day. "The most prevalent symptom of conservatism among undergraduates is intellectual apathy." So one sees that student apathy is not a startling neologism of the 1960s. The student conservative may be intellectual, but he does not work hard, or if he does, hides the fact, for it is not the done thing. He is always close and clean shaven. His conservatism is instinctive and irrational. And yet there is the poignant admission "the average student is the most conservative thing there is".

A piece on "Our Elders and Betters" from the editor of his conclude that "what our generation does lack most sorely at the present moment is a realization of the need of discipline", universally imposed. "There exists a terrifying absence of faith in anything—either in social idealism or in any kind of religion" (though there are a few young Buchmanites about). Indeed Professor Joad has just been doing one of his magisterial surveys and foresees a religious revival and a return to stricter morality.

There is a marked absence of public "spooning" (a word soon to be superseded by "necking") in the 1930s. But then they were days when sex being capitalistic we do not know, however, that in this connection is concerned the intolerable thing is its attitude to world problems. It will go on tinkering with the engine is already beyond repair.

After all of which it would be unnecessary to discuss the Lloyd-Ralphs concluding essay. "The people like William Pitt should be held accountable for what they do in their twenties. And anyway, as he puts it, "the good old days are a sentiment now thoroughly discredited". It always is in every generation. "The troubles of our proud and angry dust are from eternity and shall not fall."

PERSONAL COLUMN

Tom Howarth

When history stands still

What shall we do with the 16-19s?

Oxfordshire is one of the few l.e.a.s. to make a systematic assessment of how to plan for the 16-19 age group. John Gretton reports on their conclusions

Any institution for 16 to 19-year-olds—schools, sixth form colleges, tertiary colleges or colleges of further education—should have at least 150 students. There should also be a single system to plan, coordinate, guide and pay for education for this age group.

These are the main recommendations of an Oxfordshire working party report on 16- to 19 education. They are based on a careful assessment of the educational needs of the students and a realistic assessment of the financial constraints within which any educational policy must operate.

The existing service throughout the county has been analysed, and in each area a number of options listed, with comments from the working party.

Although specific recommendations are not made, the report is bound to create something of a political uproar. Its conclusions imply that a number of small sixth forms will disappear and other cherished plans will be cancelled.

The working party, which included heads of schools and representatives from further education, was jointly chaired by Mr John Thorne and Mr Eric Dyke, principal education officers respectively for schools and further education.

The tenor of their report—which is addressed to the chief education officer and has not yet been accepted by council—is to put what they see as the interests of the students before those of the institutions.

At present, provision for 16 to 19-year-olds throughout the county is varied. There are five colleges of further education, one sixth-form college which is associated with one of these colleges, and 30 sixth forms in schools.

In the city of Oxford eight upper schools cater for 735 sixth-formers (though in some cases the new comprehensive intake has not yet worked its way through). In the western and eastern parts of the county there is haphazard dispersion. In the north and south there are centres for advanced studies based on a "mushroom" upper school and a college of further education to which other schools feed in at Banbury, and on a sixth-form college at Henley.

The weaknesses of the present position, according to the working party, are: an overlap in certain types of courses between sixth forms and colleges of further education; small and often uneconomic group sizes; the lack of choice of courses or subjects where numbers are small; and the different methods used to allocate staff and resources (based on student numbers in schools and on teaching hours in further education).

The working party argue that the "essential foundation for effective development in the tertiary stage of education is the initiation of an overall policy for the 16-19 age group, and that the l.e.a. should proceed in this as far as it can without waiting for the legislative changes which many people now believe to be necessary and long overdue".

"We have included recommendations which seem to us to be within the present competence of the authority", it says.

These recommendations are:

- Greater concentration of numbers of sixth forms, with a minimum of 150, except in remoter areas.
- Cooperation between institutions through a joint approach in planning and administration throughout the county.
- The establishment of coordinating area boards.
- The appointment of an officer to be responsible for 16-19 education.

● An investigation into re-allocating staff and resources.

The report's appendices list the particular weaknesses of the current service in Oxfordshire. One of them (see chart) compares the size of teaching groups in various institutions.

Technical colleges have the smallest groups, and new sixth forms in comprehensive schools the largest. Even the established comprehensives, which have a comprehensive intake in their second year sixth, are not much better than the new ones.

Another appendix compares the teaching group size and range of subjects of the established comprehensive schools. For example, one school with 120 sixth formers has 61 groups taking 21 subjects, while another, with 129 students, has only 32 groups taking 16 subjects.

Two schools have 45 groups each, and cover roughly the same number of subjects; but one of them has 89 students, the other 108. If the sixth forms of those two schools were combined, the working party calculated, 29 teaching groups could be saved. If a third sixth form was added in from a third school as many as 46 groups could be saved.

One of the schools referred to anonymously in the hypothetical amalgamation is an Oxford City school; the other two are former county ones. Prior to local government reorganization, the city and the county were separate education authorities, and the city went in for a three-tier system with junior, middle and upper (13 to 18) schools.

On these grounds the working party made a formal exception of the city schools from their general principles of concentration and cooperation. They felt that it was too much to expect those who had changed school at 13 to do so again three years later.

However, as this appendix makes clear, in the medium term the city schools will have to be involved. Though population and social trends both mean that the demand for 16-plus education is going to rise sharply, it is government policy that "priority for education resources should be directed to pupils of compulsory school age, with the corollary that rationalization and better use of existing resources should be adopted to meet the needs of 16 to 19-year-olds".

Another population trend—the move away from city centres—means that the city schools are going to get emptier, rather than fuller. Some way of combining and concentrating resources will have to be found, and a working party on the city schools is expected to report shortly.

In the case of the schools in the old county area, the working party was precluded by its brief from making specific recommendations. However, it listed the six types of institution which could result from its general premises and conclusions. In order of concentration, these are: tertiary colleges, sixth form colleges, area or "mushroom" sixth forms—most would be 11 to 16 schools feeding into the "pillar" sixth form school, federated schools (with one form but two or more lower halls, one principal), associated sixth forms in schools cooperating in an area programme or isolated sixth forms.

The working party listed the pros and options for each area, and added its own comments. Two examples from Oxfordshire will show the effect of the Kidlington/Woodstock area, the two schools: Gosford Hill at Kidlington, Marlborough at Woodstock.

At present Marlborough transfers its 16-plus pupils either to further education colleges at Witney or Oxford or to Gosford Hill sixth form, which last year had 129 pupils. But Marlborough has now been given permission to start its own sixth form, and that by 1979 it is expected that there will be 129 in the Gosford Hill sixth form and 61 in that at Marlborough. The two options listed are: associated sixth forms, as at present; or an area sixth form at Gosford Hill with Marlborough as a feeder school.

The working party point out that the numbers estimated for Marlborough are well below the minimum recommended by the working party". They also feel "bound to observe that the richness of provision would be better maintained and developed in a single sixth form".

In the Bunbury area there are Ruabon School, the Warriner School at Bloxham, the Blessed George Napier and Drayton School. Bunbury has a sixth form of 233 pupils, and the Roman Catholic school Blessed George Napier an unauthorized sixth form of 61.

The present position is set out by the working party: "Apart from a small number of pupils in the Blessed George Napier School (who study for some of their A level courses at the Technical College) all 16-plus Bunbury based students are in Bunbury Upper School. There is very close cooperation between Bunbury School and the College in a range of agreed and timetabled programme of integrated post-16 courses: together with certain other local schools they compose the Centre of Advanced Studies.

"There are overall guidance arrangements to advise pupils in the schools of available choices at 16 and their career implications."

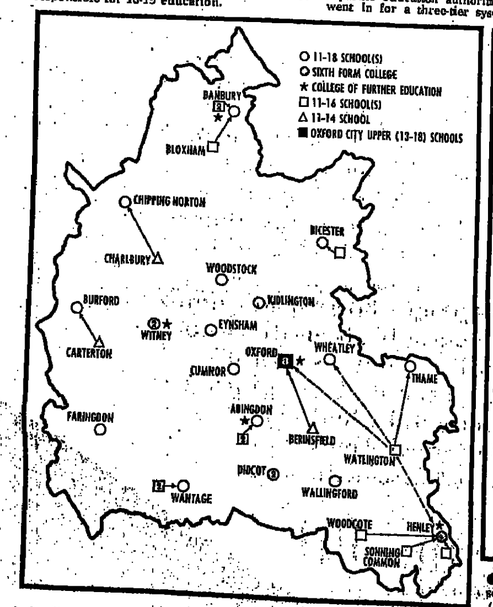
The working party list four options: associated sixth forms—i.e. all schools with sixth forms but cooperative planning among themselves and with the technical college; an area sixth form based on Bunbury, as at present; a sixth form college, distinct from any school, in partnership with the technical college; a simple tertiary college.

The associated sixth form option was what the working party commends, involving "providing extra sixth form accommodation and other facilities—but that, it says, will be necessary by 1980 anyway.

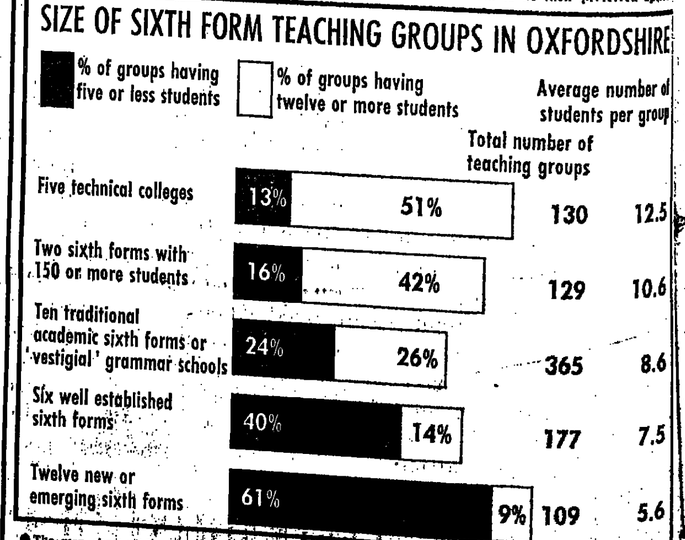
A sixth form at the Warriner School would only reach 93 by 1980—55 below the working party's minimum. The creation of a tertiary college is ruled out, for the present, by existing costs. There is sufficient provision at Banbury and the technical college for the present area sixth form to continue as it is, at least until 1980.

On the sixth form college option, the working party suggests that this could be modelled by living off the present upper school at Banbury to create a federation with the technical college under one principle which would approximate to a tertiary college.

If that happened, all the schools in the area would become 11 to 16 ones, including the lower part of the present Banbury school. Though they do not specifically say so, this would seem to be their preferred option.



SIZE OF SIXTH FORM TEACHING GROUPS IN OXFORDSHIRE



● The map shows the general pattern of Oxfordshire's 16-19 service at the moment. For the sake of clarity some schools which have just started their own small sixth forms are shown as 11-16 schools. The bar chart (above) shows the variety of ways teachers are used in sixth forms and further education.

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Your pupils will certainly have heard of the Olympic Games and may know that the main aim of the Games is to create a climate of international respect and goodwill through sport.

They will not have heard of Project Olympus 1976 which has been organised to coincide with this year's Olympic Games. We believe teachers will find it worthwhile to tell them.

Project Olympus has adopted the theme "International respect and goodwill", and is an opportunity for junior and secondary pupils to submit work in any form they choose which reflects this theme. It can be anything from a folder of work, a slide show, paintings, essays, or even a video tape. Anything in fact as long as it can be easily transported and is not too fragile. This project lends itself to a wide range of interpretations and need not be directly related to the Olympic Games. There is a great deal of scope for all age groups and abilities as well as for work which crosses traditional subject barriers.

Each school can submit an entry in one or more of the following age groups: 7-10 years old, 11-14 years old, 15 years and over

Project Olympus is open to all schools in England, Scotland and Wales. The national winner will receive a prize of £1,000, and in each of eight regions there will be three prizes—one of £200 and two of £100. The prize money can be paid into any school fund, but those winners who wish to purchase sports equipment will have the opportunity to do so at 20% off the retail price.

The sponsor of Project Olympus are Associated Biscuits Ltd. which comprises Huntley and Palmers, Jacob's and Peek Freans. Every school should receive a copy of the brochure which gives full details about the project. However, if any school requires further copies they may be obtained on request from Mr. B. Kenway, Associated Biscuits Limited, 121 King's Road, Reading Berks. RG3 1EF.

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ACTIVITIES CENTRE at Cranleigh Preparatory School, Surrey. It was built mainly from funds raised by parents and old boys and provides opportunities for model-making, printing, lino and silk screening, pottery, carpentry and painting.

Mr Clive Jones, artist and master carpenter (left), who is in charge, hopes the boys will often use the building. "Whenever they see me in there, they can come in and work." Since most of the boys are boarders, he hopes to have plenty of students outside the usual lesson times.

During last term Mr Jones has been concentrating on basic painting and pottery. Next term he intends to organize small groups for woodwork, silk screening, special types of model making, and lettering printing. "There is great scope. I am only limited by the time I can spend on any one activity."

The centre, he says, is not a play area. And should be as important as mathematics and science.

Taylor inquiry
into managers and governors

Parents only, say Welsh

The National Association of the Teachers of Wales say in their evidence to the committee that a school's internal policy should be a matter for the head and his staff and that governing bodies should be advisory and composed solely of parents with children in the school.

They reject the idea that people with no direct personal concern for a school who are nominated because of social standing, are the best representatives.

The omnipotence of the head, with sole responsibility for conduct, curriculum and organization should be offset by obligatory consultation with staff. One day a term should be set aside for staff discussions on future plans and innovations.

The most serious consequence of the present system of school management, say the association, are politically motivated appointments to teaching staffs. Appointments are continually being made in blatant disregard of heads' recommendations or the needs of their schools. This has a prejudicial effect on the education pattern within schools and lowers morale within the teaching profession generally.

Labour back wide powers for governors

Teacher participation in decision-making and a say for governors in the running of schools are proposed in the Labour Party's evidence to the Taylor inquiry. Governing bodies should also be more representative and should have more power, it says.

Local authorities would continue to make major decisions (such as whether a school would be comprehensive, or how to share the education budget between schools) but governors should have a definite say in the way a school spent its resources.

"At the margin, and within the criteria laid down by the l.e.a., they should be allowed genuine control of the school budget. There is no reason why this should not extend to limited variations in the size of the teaching staff, textbook provision, ancillary equipment and the like."

They should have "general oversight" of all matters relating to conduct and to the curriculum of the school. "The governing body should be responsible for the appointment of heads and other senior staff. They must be consulted about organizational, disciplinary and curricular matters within the school so they can suggest changes if appropriate," it says.

"Issues such as streaming, how school accommodation is used and the setting up of new departments within a school are all relevant", says the Labour Party's evidence.

Later, it says: "Problems that are so controversial that they require local authority decisions of a political nature, for example, whether the school is comprehensive, or single sex, or to allow streaming, should simply not fall under the aegis of the governors in the first place."

The head teacher should be the "major source of leadership" in a school but success depended on the full participation of the teaching staff. For this purpose the Labour Party suggest academic boards in schools: "although it may be thought that this is peripheral to the main (Taylor) inquiry, it is our opinion that this degree of teacher self-government will help the overall governing body considerably."

In schools where governors lacked drive, the day-to-day running and policy decisions had been left entirely in the hands of heads and their staff. "This is not entirely satisfactory and is one of the causes of dissatisfaction with the present system", says the evidence.

Governors should encourage "the kind of parental support needed to allow all children to make the best of the opportunities the school offers". Parents should know they can make their views known to the school as well as to the head, and governors should look for new ways of making themselves known to parents and of listening to what they have to say. They should also consider publishing minutes of their meetings.

One third of the governors should be parents or pupils. Parent governors should be elected by a ballot of all parents rather than just those who attend Parent Teacher Association meetings.

All secondary school pupils should vote on their representative, and should take part in decision making as a way of learning about democracy. They could contribute from their knowledge of both school and community.

As well as acting as a link between community and school, governors should support the school's needs before the local authority. Local politicians (or their nominees) on governing bodies added to the power and credibility of those bodies, and a third of the places on governing bodies should be available for local authority nominees.

Since local government reorganization, local authorities had become too large and education committees had become too remote from daily life to look after the interests of individual schools and communities. School governors could be the "useful intermediary", and could "help to avoid unnecessary trouble based on misunderstanding".

But if they are to be the means of informing the local community, governors should know what they can report back on: local authorities should have clear directives on confidentiality, treating us little as possible as confidential.

"We advocate that local authorities be required to provide basic training for school governors covering such topics as education administration, education finance and current national educational problems. The BBC or the Open University might provide suitable courses, says the evidence.

Control of staff appointments 'to stop favouritism'

Teachers and heads should be appointed by school governors to help stamp out "favouritism, nepotism and political interference", the Assistant Masters' Association said this week.

In their evidence to the inquiry they say there is much criticism of the teaching profession about the way school appointments are made.

"Some of the stories might be apocryphal but there is much truth in charges that favouritism, nepotism and political interference are still practised. It might not be possible to devise procedures which are absolutely fair but attempts should be made. By placing the responsibility upon the governors a system which is fairer than at present one might develop."

The AMA say governing bodies should never be dominated by a single political party. Parents, former pupils and representatives from local industry, higher education and voluntary bodies should all have the opportunity to be governors. Governing bodies should also include at least one member of the teaching staff of a school, elected by his colleagues. But pupils under 18 should not be allowed to become governors.

There should be between 12 and 15 people on a governing body and not more than one third of them should be local authority representatives. The governors should be given real powers so they can attract people of the right calibre.

"The composition of the governing body is of vital importance. Too often appointments are purely political. Very often the persons appointed have no real interest in the school and little understanding of education. Political fighting should not be carried out at governors meetings but at the same time they are not intended to be tea parties."

The main responsibilities should be to decide the general aims and policy of the school. But decisions on the curriculum and on discipline should be taken by the head in consultation with his staff. All heads should be made to spend some of their time teaching.

Governors should be responsible for the letting of school premises, local public relations and financial arrangements within the school. Overall financial responsibility and the right to veto staff appointments should rest with the local authority who should also retain power to control the admission of pupils.

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—qui s'intéressent à l'information et au langage de la presse

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Publication mensuelle—10 numéros par an—du journal "Le Monde", réalisés par des équipes d'enseignants et de journalistes. Chaque numéro comprend deux dossiers, l'un de la série "Economie", l'autre de la série "Société", qui regroupent, sur un thème donné, des extraits d'articles déjà parus dans "Le Monde" et ses diverses publications.

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More visits to schools needed

School governors do not know enough about educational matters and do not visit their schools frequently enough, the National Confederation of Parent-Teacher Associations say in their evidence to the Taylor Committee.

After collecting views from more than 100 local PTAs and seven area federations, the confederation have told Taylor that governors' functions should be more clearly defined and publicly explained.

Governors should learn more about educational matters, especially those relevant to their particular school, and the l.e.a. should organize courses on current educational principles. "Governors should advise the l.e.a. on particular needs of the school, see that the best use is made of the premises outside school hours and make regular visits to the school for functions—certainly more than the termly meeting; as well as visiting the school in normal working hours".

The confederation said a governor should be limited to sitting on two or three boards at the most, and there should be a compulsory retiring age, possibly 70.

The policy of the Inner London Education Authority of inviting the local university Institute of Education to nominate governors was particularly welcome. "We feel this is a most valuable contribution."

Each school should have its own individual governing body, and no governing body should be politically oriented. Each school should display a complete list of the names and addresses of all the governors so any parent, resident, teacher or pupil can get in touch with them.

"Apathy is a natural condition of most parents, and the present arrangements ensure the continuance of this apathy. Unless positive action is taken, the management of schools will remain divorced from community life.

"However, it is probably better if much of this is done by directive from the DES. Experience suggests that if it were done by statute the rules of 1976 might be hallowed and still bind us in the year 2006."

L.e.a.s pegged down to £23m

Local authorities want to spend three times as much on new comprehensive schools as the Government can afford.

After their offer last summer to find an extra £23m for new buildings to help l.e.a.s go comprehensive, the DES have been swamped with bids. If they had all been accepted, they would have cost £68.5m.

But the Government have stuck to their £23m building programme and authorized only 200 of the 767 projects submitted. These were announced by Mr Mulley, the Education Secretary, last week.

All the projects must be completed by March, 1978, and some schemes will require Mr Mulley's approval under Section 13 of the 1944 Education Act if new schools are to be set up or existing ones greatly changed.

The projects fall into two types—those at existing grammar or secondary modern schools which are necessary to allow reorganization to take place; and those at schools already comprehensive which are intended to make reorganization fully effective.

The following projects have been accepted:

LONDON AND THE SOUTH EAST (59)

London Boroughs

BARKING : Parsloes Manor CS ; Dagenham Priory CS.
BARNET : Whitefield Sec S.
CROYDON : Thomas More RC HS.
EALING : Elthorne HS.
ENFIELD : Minchendeen Upper S.
HARROW : Proposed RC Junior Coll.
HAVERING : Campion RC Boys' GS ; Sacred Heart RC Girls' GS.
HILLINGDON : St Mary and St Nicholas Sec S.
HOUNSLOW : Heston School.
NEWHAM : Essries CS.
SUTTON : John Fisher RC School.
WALTHAM FOREST : Leyton Boys' HS.

Inner London Education Authority

Lady Margaret CE Girls' GS ; Convent of the Sacred Heart HS ; Cardinal Vaughan Boys' RC GS ; Burlington School ; Westminster City CE GS for Boys ; William Ellis Boys' GS ; Hospitalr/St Michael's CE Sec S ; St Marylebone Grammar/Rutherford CS ; Camden School for Girls ; Central Foundation Boys' School ; Highbury Hill HS.

Our Lady's Convent HS ; Raine's Foundation S/St Jude's CE School ; Roan's School for Boys ; St Ursula's Convent S ; Prendergast Girls' GS ; Haberdashers' Aske's Hatcham Boys' S/ Haberdashers' Aske's Hatcham Girls' S ; St Joseph's Acad ; Addey and Stanhope GS ; Brockley County GS ; Mary Datchelor GS.

Notre Dame HS, Southwark ; St Saviour's and St Olave's CE Girls' GS ; Honor Oak GS ; St Martin's in the Fields CE HS ; Cleeve Edward Brooke CE GS ; Archbishop Tenison's CE GS ; La Retraite HS.

Dick Sheppard CS ; Batterses GS/ Rosa Bassett GS ; Clapham County GS/ Marianne Thornton School ; Sir Walter St John's GS/William Blake School; Salesian Coll ; Woolverstone Hall ; Trinity House CS for Girls.

Non-Metropolitan Counties

EAST SUSSEX.—Eastbourne G and H Schools ; Robertsbridge Sec S ; Hove, Somerhill Junior S ; Hove, Goldstone Junior S.
KENT.—Medway Hoo, St Werburgh Middle S ; Gravesend, The Longfield S.
SURREY.—Woking, St John the Baptist RC Sec S.
WEST SUSSEX.—The Haywards Heath S ; Barnham St. Philip Howard RC HS.

SOUTHERN REGION (10)

Non-metropolitan counties

BERKSHIRE.—Windsor, Royal Free Sec S ; Dedworth Sec S ; Trevelyan Sec S ; St Peter's Primary S ; Windsor Boys' GS ; Royal Free Junior S or Princess Margaret Rose Sec S.
DORSET.—Dorchester, Hardy's GS ; St Osmond's Junior S.
HAMPSHIRE.—Petersfield Sec S ; Swanmore CE Sec S.

EASTERN REGION (13)

Non-Metropolitan Counties

BEDFORDSHIRE.—Luton, Beech Hill HS.
CAMBRIDGESHIRE. — Cambridge, Coleridge S ; Peterborough, Lincoln Road Sec S.
ESSEX.—Colchester, Gilberd Sec S.
HERTFORDSHIRE.—Bishops Stortford, Margaret Dane Girls' Sec S ; South Oxhey, Sir James Altham S ; Hertford, Richard Hale S.
NORFOLK.—Reepham Sec S ; Fakenham Sec S.
SUFFOLK.—East Bergholt Sec S ; Claydon Sec S ; Holbrook Sec S ; Kesgrave Sec S.

EAST MIDLANDS (17)

Non-Metropolitan Counties

DERBYSHIRE.—Bolsover, Moorfields Sec S ; Bolsover Boys' (Welbeck Road) and Girls' Sec S ; Duffield, Ecclesbourne C?.
LEICESTERSHIRE. — Leicester, Gateway Boys' GS ; Wyggeston Boys' GS ; Wyggeston Girls' GS ; Lluwood Boys' Sec S ; City of Leicester Boys' GS ; Alderman Newton's Schools ; four other schools.
LINCOLNSHIRE.—Ruskington Sec S.
NORTHAMPTONSHIRE. — Kettering Girls' Sec S.
NOTTINGHAMSHIRE. — Retford King Edwards VI S ; Retford Girls' HS.

WEST MIDLANDS (21)

BIRMINGHAM.—St Edmund Campion RC CS ; Yardley Wood S ; Bordesley CS.
COVENTRY.—Stoke Park S.
DUDLEY.—Stourbridge Girls' HS.
SANDWELL.—Heathfield HS ; Rowley Regis and Smethwick Sixth Form Colleges.
WALSALL.—Queen Mary's GS.
WOLVERHAMPTON.—Bilston Sixth Form Centre ; St Chad's RC Boys' GS.

Non-Metropolitan Counties

HEREFORD and WORCESTER.—Tenbury Sec S ; Ledbury Sec S.
SALOP.—Whitchurch, Sir John Talbots Girls' Sec S.
STAFFORDSHIRE.—Newcastle under Lyme, Chesterton Girls' Sec S ; Clayton Hall Girls' GS.
WARWICKSHIRE.—Leamington College for Girls ; Kenilworth Castle HS ; Kenilworth GS and Abbey HS ; Aylesford HS ; Bishop Bright RC GS.

NORTH WESTERN REGION (44)

Greater Manchester

BURY.—Radcliffe Sec S.
MANCHESTER.—St Anthony's RC Sec S ; Notre Dame RC HS ; St Gregory's RC GS ; eight other RC secondary schools.
OLDHAM.—Mid-Chadderton CS.
ROCHDALE.—St Wilfrid's RC Junior HS.
SALFORD.—Bullo Hale HS ; Claredon Park County S ; Ellesmere Park County HS.
STOCKPORT.—Beddington CS ; Dialstone CS.
TAMESIDE.—Hyde GS ; Ashton-under-Lyne GS ; Stalcybridge, Copley CS.
WIGAN.—Leigh, RC school to be decided ; Bedford Sec S ; CE HS.
Merseyside
KNOWSLEY.—Huyton, St Augustine's RC CS ; St Dominic's RC CS.
LIVERPOOL.—Holly Lodge Girls' CS (in addition the authority has been told that the Secretary of State will be prepared, when agreement on proposals has been reached locally, to consider adding a project or projects to facilitate reorganization at Roman Catholic schools).
ST. HELENS : Cowley Boys' Sec S.
SEFTON. — Southport Girls' HS ; Birkdale Sec S ; Meols Cop Sec schools ; Crosby RC Sec S.
WIRRAL.—Brackenwood Junior S, Bebington ; Higher Bebington Junior S ; Bebington Sec Boys' S ; Bromborough Pool Primary S.

Non-Metropolitan Counties

CHESHIRE. — Helsby G Schools ; Hartford Sec Schools ; Sir John Deane's GS ; Crewe, Ludford Street Sec S ; Crewe Boys' and Girls' G Schools.
LANCASHIRE. — Longridge Sec S ; St Alden's Over Wyre CE Sec S.

NORTHERN REGION (19)

Tyne and Wear

GATESHEAD—St Thomas More RC Sec S.
NEWCASTLE UPON TYNE. — St Mary's RC Boys' Sec S ; St Cuthbert's RC Boys' S ; Sacred Heart RC Girls' Sec S ; Sacred Heart RC Girls' S ; three other RC sec schools.
NORTH TYNESIDE.—Wellsend, St Aidan's RC Middle S ; Burnside HS ; North Shields, Linskill HS.
SOUTH TYNESIDE.—Whitburn Sec S.
SUNDERLAND.—Castle View CS.

Non-Metropolitan Counties

CLEVELAND.—Warsett CS ; Egglescliffe CS ; Middlesbrough, Springfield CS.
CUMBRIA.—Silloth Sec S ; Beacon Hill Sec S.
DURHAM.—Easington Sec S.
NORTHUMBERLAND. — Alnwick, Duchess Girls' GS.

YORKSHIRE AND HUMBERSIDE (18)

South Yorkshire

DONCASTER.—Wheatley Girls' HS ; Wheatley Boys' HS ; Plover Primary S.
SHEFFIELD.—Notre Dame RC GS ; St Paul's RC Sec S.

WEST YORKSHIRE

BRADFORD.—St Joseph's RC College.
CALDERDALE.—Sowerby Bridge GS ; Ryburn Sec S.
KIRKLEES.—Howden Clough Girls' HS ; Hyrstmount Junior S ; Fieldhead Junior S ; Batley Boys' HS.
LEEDS.—St Marie's Sec S ; Notre Dame RC S ; St Michael's RC College.
WAKEFIELD.—Pontefract King's GS ; Pontefract Girls' HS.

Non-Metropolitan County

HUMBERSIDE.—Beverley Boys' GS.

SOUTH WESTERN REGION (6)

Non-Metropolitan Counties

CORNWALL.—Liskeard Sec S ; Looe Sec S.
DEVON.—Tiverton Sec S ; Holsworthy Sec S ; Teignmouth Grammar and Secondary Schools.
GLOUCESTERSHIRE. — Cinderford Double View Sec S.

Money for research goes abegging

Money for school science equipment is going begging says the Association for Science Educational/Royal Society Joint Committee for Research in Schools.

Last year they supported experiments in 57 schools at a cost of £2,300, but they could do more, they say in a report just published.

Besides offering money for expensive books and chemicals, microscopes and photographic equipment, the committee can arrange for guidance from experts. Projects as varied as the effect of leather permeability on shoe comfort and the distribution of British fleas have been supported.

"More could certainly be supported and the committee would welcome inquiries from teachers with proposals that would involve pupils and which are primarily of a practical nature", the report says.

Saving at NFER

Saving money has "been the major preoccupation at the National Foundation for Educational Research in the past year," according to their annual report just published.

The foundation cancelled their annual meeting, scrapped their on-site computer and cut administrative staff in attempts to keep down costs and maintain research effort.

Comic strip gets OK

The Community Relations Commission have given their official stamp of approval to a multi-racial comic strip on sex education.

The commission have just published a report on the strip, *Don't Rush Me*, which is aimed at people of 14 to 16. Several of the leading characters are black, and the commission now say all books and magazines for young people should include black characters.

The commission studied reactions to *Don't Rush Me* in 104 schools and youth clubs. They found the inclusion of black characters was accepted almost without comment.

The *Don't Rush Me* strip on sex education was originally published by Wandsworth council for community relations.

Parents help to pay for books

Parents in Somerset are raising thousands of pounds to help meet the cost of books and equipment in their schools.

Mr Barry Taylor, chief education officer of Somerset, said last week that there there had been a dramatic increase in fund-raising activities during the year. The economic crisis was hitting the schools hard and parents had been forced to make sure that their children's education did not suffer.

With their help many schools had been able to buy books and equipment they would not otherwise have been able to afford. Pupils of nursery, infants' school and children at one infants' school had raised £600 for television sets, toys and clocks. A primary school in Taunton had received £450 from a sponsored walk. At a comprehensive school in Yeovil £1,200 was being raised to pay for a new extention to the sports hall.

"Parents have always raised funds on a small scale in the past but the way events have snowballed recently has been most dramatic", said Mr Taylor.

"Because of inflation the amount we can spend on books and equipment is getting smaller each year. And this year, the schools themselves have been carrying an inflation rate of 30 per cent."

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France

Language boost for regional tongues

from William Farr

PARIS

The Government has approved measures proposed by M René Haby, Minister of Education, to promote five regional languages and encourage all pupils to learn about the cultural heritage of the area in which they go to school.

The measures form part of the promised reform of the content of education; they also reflect the Government's political concern to try to satisfy home rule demands in some parts of the country.

The languages concerned are Basque, Breton, Catalan, Corsican and Occitan, which is spoken in areas from Bordeaux and Toulouse to Nice and comprises 160,000 words.

French was declared to be the national language of France in 1539 in the reign of Francois I. From 1880 onwards under the Third Republic it was Government policy to repress the so-called "stronger" dialects and even in this century schoolchildren were punished by their teachers for speaking them between themselves during playtime.

Today, large numbers of children still start primary school speaking only their regional language and continue to speak it at home while learning French at school.

The situation changed in principle in 1951 when a law was passed authorizing the teaching of local languages but little was done to provide the means for this.

Nevertheless, since 1970 it has been possible in some types of *baccalauréat* to take a regional language as an optional extra subject. In 1975, 8,500 candidates out of 240,000 exercised this right. Henceforth, candidates will be able to take a regional language in whatever type of *bac* examination—literary, scientific or technical—they are sitting.

The proposed measures aim at giving substance to previous legislation by helping teachers in the regions concerned to learn the language. At primary school level local inspectors will include regional languages in refresher courses for teachers where there is a demand. At secondary level courses will be organized for 440 voluntary teachers in regions where the languages are spoken.

On a nationwide scale M Haby proposes measures to promote the study of local cultural heritages. He has in mind the origin and history of local names, monuments and buildings, celebrations and traditions, music, dancing and literature as well as the natural and man-made environment and economic and social conditions.

Sheep-farmer in Bordeaux region.

M Haby intends to set up a commission to study the cultural contents of education. It will be asked to define what children should be taught beyond knowledge and techniques of manual and intellectual work. Experts working on the revision of curricula and textbooks have been asked to pay attention to teaching all subjects in relation to local cultures and surroundings.

Production of documentation for schools on local cultures by the *Institut Nationale de la Recherche et Documentation* and its regional centres will be increased. The Ministry of Education will double its financial contribution to the educational services of the regional offices of the *Archives de France*, which provides the basic elements for this documentation.

Spain

New minister faces rising problems all round

from William Chislett

MADRID

Señor Carlos Robles Piquer, Spain's new Education Minister, has taken over at a difficult moment with increasing problems on all levels.

The new minister, aged 50, who replaces Señor Cruz Martinez Esteruelas, was trained as a diplomat, working most recently in the Foreign Ministry.

Among the most pressing problems facing the new minister are lack of State nurseries, the conflict over whether some private schools should be subsidized or whether the money would be better spent on building new State schools and more independence in the running of schools.

Many teachers would like to see the 1970 Education Act reformed. They feel that general basic education (six to 14) does not demand enough of students while the new *bachillerato* (14 to 17) is too wide in scope and demands that students do in three years what they used to do in seven.

The alternative to the *bachillerato* is three years of professional training which remains shrouded in confusion as to what useful purpose it serves. At the moment any student who takes one of the courses offered in professional training still has to do a three-year apprenticeship afterwards for his particular trade. Parents mistrust the scheme, and as a result there are more *bachillerato* students than the ministry can cater for.

Probably the most important problem facing the minister will be his attitude to teachers' associations, which are increasingly dissatisfied at being ignored. Their protests and occasional strikes have greatly increased over the last year.

In the universities, the Government is facing the threat of further strikes by "contracted teachers" who are responsible for 85 per cent of all university teaching. They are complaining about poor pay and job security: they are contracted without tenure.

United States

Senate votes for 'almost metric'

The Senate has voted unanimously to accept metric units as America's "predominant but not exclusive" system of measurement, and to convert to its general use within 10 years. The Bill now goes to the House of Representatives, which has already passed a similar measure.

The Senate Bill proposes setting up a 17-member metric Board to plan and coordinate education pro-

West Germany

Planning accord breaks deadlock

by David Dungworth

After more than a year of wrangling and almost six months without an independent body to advise on educational planning (*TES*, September 12) a compromise has been reached on new machinery to take over the functions previously performed by the German Education Council (*Deutscher Bildungsrat*).

The council was set up in 1965 under a joint agreement between the Bonn Government and the *Länder* to assess and guide the development of primary and secondary education.

It was an independent organization with its own administration and complete freedom to choose which aspects of the system it would investigate and to appoint educationists and other advisers to assist its work.

During its first five-year period in office the *Bildungsrat* achieved much prestige by paving the way for some significant reforms. After 1970, however, the right-wing Christian Democrat/Christian Socialist controlled States, led by Baden-Württemberg and Bavaria, became increasingly critical of the growth in its running costs, its independence—which they saw as a threat to their own autonomy in educational matters—and its preoccupation with issues of a politically controversial nature.

In particular they objected to its support for comprehensive schooling, for more pupil participation in school government and for greater control by the Federal Government of vocational education. They therefore refused to renew the agreement for a third term and the Education Council was wound up on July 14.

When it became clear earlier this year that the council's days were numbered, a committee consisting of Herr Helmut Rohde, Federal Minister for Education and Science, Herr Gerhard Stoltenberg, Minister President of Schleswig-Holstein and Herr Hans-Ulrich Klose, Lord Mayor of Hamburg, was given the task of formulating proposals for an alternative method of securing expert advice on educational planning.

The new agreement, which was due to take effect from yesterday, was concluded at a meeting between Federal Chancellor Helmut Schmidt and the heads of the *Länder* governments at the end of last month.

It incorporates the main recommendations of the three-man team in providing for a number of specialist commissions, which will be set up as the need arises, to examine various sectors of pre-university education. Their work will be coordinated by their chairmen and vice-chairmen who together will compose a standing committee.

Herr Rohde recently indicated some of the problems the commissions may soon have to deal with: ways of reducing the number of children who have to repeat a school year and of those who fail to obtain a secondary modern school-leaving certificate, the upgrading of the status and standard of vocational training and methods of improving the efficiency of the education system.

As the specialist commissions will be appointed by the Federation-States Commission for Educational Planning and must submit regular progress reports to it, they will be less independent than was the Education Council.

And unlike the latter they will not have their own secretariat but will share the facilities used by the Commission for Educational Planning.

Nevertheless, Bavaria has so far refused to sign the agreement, maintaining that the new apparatus is merely a perpetuation of the *Bildungsrat* in a different form.

A Bavarian counter-proposal recommended that research projects on specific topics should be entrusted to teams of educationists by the Standing Conference of *Länder* Education Ministers which, it is felt, is less subject to pressure from the central Government than the Federation-States Commission for Educational Planning.

Bavaria's refusal to cooperate is a significant development. It is a major rejection of the principle of gradual movement towards educational uniformity throughout the Federal Republic.

Like the decision by the Bavarian Constitutional Court last summer that the present system of allocating university places is unconstitutional, it is a sign of the growing tendency to seek decentralized solutions to educational problems.

China

Learning how to 'walk on two legs'

In the new China around 90 per cent of the school-age children are now at school. The number of secondary school students in 1973 was 23 times that before liberation, and primary school enrolment increased 5.7 fold.

The majority of China's population lives in the countryside. Rural education is therefore of primary importance. In line with the policy of "walking on two legs", China has two main categories of schools —one run by the government and the other by the collective with Government subsidies.

Rural communes and production brigades run schools in great numbers. They are varied in form, fitting in with local conditions. Some are full time; others offer classes in the morning, at lunch hours or in the evening.

In hilly villages where pupils are scattered, teachers go from place to place to give lessons. In pastoral areas, there are schools that move with the herdsmen. Water-borne schools are run for fishermen's children.

China is a multinational country. Before liberation, the areas inhabited by minority nationalities under reactionary rule were extremely backward in economy, culture and education.

Now, the Inner Mongolian Autonomous Region has eight institutions of higher education, more than 1,900 secondary schools and 16,000 primary schools, as against only one college, 22 secondary schools and 2,000 primary schools before liberation. More than 85 per cent of the school-age children are studying.

There are now more than 2,000 primary schools and a considerable number of secondary schools and teachers' schools as well as an institute for nationalities in the Tibet Autonomous Region.

An important task for China's great proletarian cultural revolution is to change the old educational system, teaching principles and methods. The period of primary and secondary education is being shortened on an experimental basis from 12 to 10 years, with a more concentrated and simplified curriculum. Old teaching material is being revised.

A new proletarian educational system is taking shape. While their main task is to study, primary and secondary school students also learn other things; that is to say, they not only learn book knowledge, but also industrial production, farm work and military affairs and how to criticize the bourgeoisie.

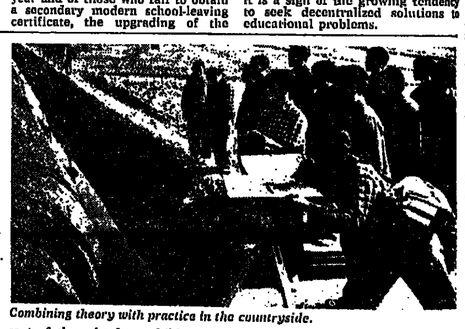
This enables them to understand classes and class struggle, know how workers and peasants work, and acquire more comprehensive knowledge that combines theory with practice.

Secondary-school graduates do not go straight on to college. Instead, they go to a factory or commune, or join the army. Universities and colleges enrol students from among workers, peasants and soldiers who have practical experience.

This breaks away from the old educational system which advocated "intellectual development comes first", "he who excels in learning can be an official" and under which students were divorced from proletarian policies, from the workers and peasants and from productive labour.

Over eight million educated young people, most of them middle-school graduates, went to the countryside between 1968 and 1973 in response to Chairman Mao's call.

The above is an extract from an article in the current issue of Prospects by Hsin Wen, a Chinese educationist. Nine articles in the magazine, which is published by Unesco, discuss educational developments in China. They are all written by Chinese writers.



Combining theory with practice in the countryside.

Sweden

Call to 'nationalize' books

STOCKHOLM

Demands by the ruling Social Democrats' recent triennial Party congress to nationalize Sweden's schoolbook and teaching materials industry worth between 250m Skr and 300m Skr (£28m to £33m) in sales a year have run into opposition from the Government.

Following Parliamentary questions on the congress decision, tabled by the Liberals and Communists, Mrs Lena Hjelm-Wallén, deputy education minister in charge of schools, told the Riksdag that the Government was not prepared to nationalize at present.

Instead, it would keep a watch on the industry and be ready to take any necessary measures to ensure reasonable prices. Beyond that, further State intervention would only be necessary if a monopoly situation arose.

At present 90 per cent of the industry is privately-owned and 700 companies are registered with the National School Board. However, one company, Esselte, now controls about 40 per cent of the market, while Libar, the State-owned publishing company, accounts for about 10 per cent. Seven other major firms, including Swedish Radio and the Library Association, comprise all but 10 per cent of the remainder.

Mike Duckenfield

Italy

Court vetoes £360m pay deal

MILAN

Pay increases, totalling £360m, granted to Italy's school teachers last June, have been vetoed by the State Accounting Court which is responsible for checking all Government activities and decrees.

The court maintains that Signor Franco Maria Malfatti, Education Minister, granted the increases without arranging sufficient Government finance with the Treasury to support them.

The pay increases were to have come into effect next July when teachers would have begun to receive half the amount due to them.

Dalbert Hallenstein

LETTERS

Why a whole generation is suffering

Sir,—It is a long time since I voiced an opinion on education other than to my own colleagues and friends, but I have been stung into comment by your editorial remarks (December 12) concerning Mr Hughie Green's "Intemperate outburst".

I belong to the body of parents whose off-spring were the first to suffer—no inverted commas—from "what we laughingly call our education system". These off-spring are now about 30 years of age—the young adults who make up the main body of our country's illiterates.

We were aware that all was not right with the teaching of our children from their earliest school days, but any protests to teachers were met with just such a high-handed oh-you-poor-ignorant-things-fancy-you-thinking-you-are-sufficiently-intelligent-to-criticize attitude as seems to run through your editorial comment on Mr Hughie Green's opinion. The 1944 Act, the new teaching methods, were omnipotent.

I personally gave up, and had my child privately educated. But that did not stop me from being concerned about the "handicapped" children who could not have a private education. It is a matter of deep concern to me that the handicap continues.

The academic freedom of teachers is one thing, but their lack of responsibility for their end product is absolutely unforgivable. Perhaps payment-by-results was not such a bad system.

If the new methods are so very right, I do wish somebody would tell me where all the well-educated, well-balanced young citizens go. I am a teacher of shorthand and typewriting, and they never come my way. It would appear that they do not go Mr Hughie Green's way, either.

Teachers do need their academic freedom, but with all freedoms there is responsibility. We have a responsibility to employers. If the employer happens to be the organizer of a quiz show, of course he is ideally placed to voice his opinion loud and long. Then, let us hope, his will not be the only voice shouting that the Education King has no clothes on!

N. NAPIER,
4 Doe Road,
Rainhill, Merseyside.

Fair to minority candidates

Sir,—According to your report of Wilmott and Hall's O level examined (December 12) the candidate who answers the more difficult questions on an examination paper may put himself at a disadvantage. They suggest that a simple procedure could be used to equalize standards of marking between different questions.

I wonder whether a similar procedure could be devised to equate standards in different subjects. A few years ago you reported research by the registrar of the University College of Cardiff which showed that the more academic A level subjects tended to attract mainly abler candidates and that, as pass marks and grades were established statistically, these candidates were judged by a higher standard than those in more pondrous subjects.

Both GCE and CSE grades are used as measures of ability by employers and universities: this is unjust if pupils can unwittingly put themselves at a disadvantage by attempting the difficult minority subjects. Ideally, equal industry and ability should be needed to obtain Grade I in Greek or geography, chemistry or English.

It is not obvious how relative standards could be established, but it would be fairer to candidates if they were. Anyone who takes an examination labels himself, so equity is important.

R. A. MAIDMENT,
81 Richmond Road,
Montpelier,
Bristol 6.

Religious fallibility

Sir,—The new Birmingham agreed syllabus on religious instruction, with its accompanying handbook, is the product of a painstaking attempt at the construction of a new type of religious instruction syllabus. However, it is no more infallible than any of the others.

In his article (December 12), my friend Dr John Hull states so lucidly and incontrovertibly that religious studies are no more than a descriptive exploration of different stances for living without regard for the question of truth in any of them (but, rather, their social context), that I find it extremely difficult to concede to the claims of social science and conclude that this type of allegedly value-free and objective religious education would more appropriately be subsumed under a sociological consideration of belief-systems.

I am of the opinion that so far as the country as a whole is concerned, the majority still expect religious instruction to be primarily an intelligent if not progressive but essentially supportive treatment (which I take to be a wider concept than "nuture") of Europe's mainstream religion, and that this is reinforced by the 1944 Education Act in the implications of its "conscience clauses" allowing non-involvement by staff and pupils without prejudice.

Birmingham has shifted dramatically to the pluralist position, but it remains to be seen how tenable this works out to be.

JOHN BRADFORD,
Lecturer in religious and social studies,
St Peter's College,
Saltley, Birmingham.

Dubious degree?

Sir,—I was surprised to read of the attitude of Dr Harry Judge to the proposed BEd with honours at Oxford.

As a holder of the BEd (Oxon) and a former student of Westminster College, I rather take exception to the statement that "Education as it is now understood and taught is a dubious subject". Oxford University seem to have done very well out of this dubious practice for quite a long time. Surely they are not suggesting that a degree from Oxford is ever "dubious"? Or perhaps they think that the hundreds of their graduates over the past few years had pursued a dubious field of study?

I take it that should the honours classification ever be approved, the university would at once reconsider the position of the many graduates from Westminster and Culham who wished to take the degree at honours level but where prevented from doing so by the delaying tactics employed by the university? These graduates would then be considered "second class".

It is surely enough that we are expected to watch honours graduates in often irrelevant fields with less experience of education than we have pick-up larger salaries each month, without it being implied by Dr Judge that we are all rather dubious anyway.

W. G. EDWARDS,
Nchelenge Secondary School,
P.O. Box 50, Nchelenge, Luapula,
Zambia.

Think positive—for the children's sake

Sir,—I feel your report of the MIND conference on the school curriculum and the immigrant child, had an unnecessarily negative emphasis. The quotation contributed towards this. But first to correct the most glaring error. Ealing busses 3,000 children, not 7,000.

Although I criticized the bussing policy and the reception classes, it is important to emphasize how positive attitudes can contribute to minimizing the barriers faced by immigrant children, and children of immigrant parents.

I wonder how many teachers believe that they are contributing to improving racial attitudes, or are they rather depressed by the lack of understanding and tolerance shown by their pupils, and what measures would they take to improve the situation?

I believe we cannot over-emphasize the contribution which knowledgable and sympathetic teachers can make. Or the need for strong links between school and home; for adequate resources for the multi-racial situation and continued close examination of the school curriculum.

I hope that teachers find themselves in agreement with these final comments, for it is of vital importance that better attitudes are fostered by the schools.

SUE HUTTON,
41a Mount Park Road,
Ealing.

Returners have rights too

Sir,—I deplore Stephen Cohen's suggestion (November 26) that one way to deal with unemployment among newly trained teachers is "to persuade local authorities not to recruit married women returners". I am also appalled to learn that Fred Mulley asked the authorities to give preference to newly qualified teachers, i.e. to discriminate against married women returners.

What possible reason can be offered for refusing work to a person on the grounds that she is a married woman—why should she not have the same right to work as everyone else? This attitude is based on a view of married women as a special sub-class of person who possess certain basic rights only at the whim or inclination of another group, i.e. their husbands. It is in the employment of women, in particular married women, that employment policy is most blatantly exploitative, in that in times of need they are most insistently recruited, and in slack periods they are the first to be jettisoned.

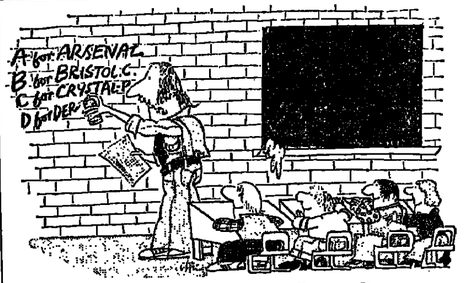
VIVIENNE PARFITT,
Lecturer in Education,
North East London Polytechnic.

Getting the message

Sir,—I refer to a news item reported under the headline "Black bookshop" on your back page (November 28) and, in particular, to its final sentence. As one of about half a dozen senior members of the Ealing Public Library Service staff who attended the opening of the Bogle L'Overture Bookshop in West Ealing, I must tell you that we consider your reporter's concluding remark at best mischievous, and at worst gratuitously insulting.

The "huddle" your reporter mentioned consisted of myself and two colleagues, and not one of us "crept" anywhere. As for "getting the message", she might like to know that most of the librarians present have been working for years in multi-ethnic areas and have a deep sense of commitment to helping the immigrant community who live in them. As evidence of this she might like to reflect on the fact that the only "white" faces at the gathering (apart from her own) belonged to local librarians.

P. E. JONES,
15 Beaulieu Court,
Hillcroft Crescent, Ealing.



Soccer skills rule, okay?

Sir,—I feel saddened that Mr Ken Brown, Norwich City's assistant manager (December 12) should contemplate laying any blame at the teacher's door for any absence of skills in British football.

From my own limited experience I know that skills revision and development play an essential part in a schools games lesson. I should tell Mr Brown that much concern is given to "small-sided games" which is reflected in their growing popularity throughout the country. Situations where "30 or 40 chasing one ball" occur do not exist—students allowing such on teaching practice would not survive a training course.

One must remember that the games lesson is also hit by financial restrictions, an endless supply of balls is not always possible, but that Mr Bond need not fear of cutbacks being made in the supply of skills. After all, the games teacher is a teacher of skills, not just for the few, but concerned with skill for everyone at all levels.

D. MARCH,
Borough Road College,
Isleworth, Middlesex.

Careful eye on Europe

Sir,—With reference to the article by Alan Cane "DES turn blind eye on Europe" in which British interest in a European education programme is seen as pretty low level, it might be useful to remind your readers of two things: that most of the thinking behind this "action programme" was generated before the referendum and British commitment to accepting an EEC role and presence and that whatever may be the state of activity at ministerial level, in the secondary schools where knowledge and judgments about European affairs are being formed, the situation is entirely different.

The Schools Information Unit of CCES through its support programme for education via European studies knows that large numbers of secondary schools include a European dimension in their curricula (either as a separate European studies element or as an emphasis through traditional subjects). Through programmes of European studies that involve subjects from across the whole curriculum, secondary school pupils not only learn about contemporary European societies but, more important, relate, compare and contrast these societies with their own. In addition it might be useful to remind your many pupils through study visits or other forms of communication make first hand links with their European peers. In both these ways knowledge and experience of mainland Europe is being encouraged.

The Department of Education and Science is well aware of all these activities, encourages those which are worthwhile and suggests future lines of development. Far from turning a blind eye on Europe, it would be truer to say the Department of Education and Science has kept an extremely critical eye on education in Europe and what is being done about Europe in the curricula of our own schools.

FRANCES LAWRENCE,
Centre for Contemporary European Studies,
Sussex University.

Chaos of local council control

Sir,—In reply to Mr W. H. Petty, Kent county education officer, I should point out that few serving teachers like myself regard themselves in any real sense as local government employees or consider that they have much in common except historical accident with other types of local government employees.

I further suspect most teachers deeply resent the fact that their salaries, conditions of work and promotion and employment prospects have any connexion whatsoever with what should be the totally separate question of local government finance. The present link with local authority offers the "coal face" teacher no advantages and very considerable disadvantages. A separate educational service might not only sweep away quite indefensible local variations and anomalies but also eliminate the need for school governors whose reason for being has always eluded me.

Unwelcome party political interference might also be reduced to a minimum. What presently passes for an educational system is in reality a state of chaos, the chief reason for which is local authority control. Britain will never have a democratically controlled, uniformly efficient education service until the divorce which Mr Dudley Fiske mentioned, has taken place.

More generally, the never ending complaints of ratepayers against reformed local government are completely justified. Local government has become a Frankenstein monster which the bulk of the citizenry will be well rid of. I for one should very much like to know what substantial advantages reorganization has brought to anyone outside local government circles.

J. C. ROBERTSON,
30 Newlands,
Letchworth.

History: the defeatists shall not prevail

Sir,—How sad it is to see, at a time when history enjoys such a low status in our secondary schools, such an inadequate defence of its role in education as that offered by Mr Emblin (December 12).

To claim, as he does, that for many pupils at the post-O level stage the promotion of skills such as synthesis, discrimination and argument is unrealistic, is virtually to relegate history to the position of an information subject, dispensing facts, stimulating imagination where possible and exercising only low order skills such as memorization and comprehension. It is such defeatism that has placed history in jeopardy.

Of course there will be underachievement in pupils, if it is considered at the outset that they are not able to demonstrate high order skills. "The world in which young people live at present" will not be well served by the kind of history which neglects the development of cognitive skills.

Naturally, if teachers of history have their sights so low, and recognize such an inadequate aim as "getting the message", then it will be difficult to give history any distinctive value for history taught as a separate discipline, handmasters, eager to follow pupil-centred fashion, will seek its integration with other under-achieving subjects.

There will never be effective curriculum development in history if Mr Emblin is prepared to dispense with, not only those skills which make pupils more able to judge, evaluate, argue and communicate, but also the environment in which they might be more practically fostered, i.e., a purpose-built history room stocked with learning resources.

Let us indeed have "life and zest" in our history lessons, but let it be for something rather more constructive than Mr Emblin envisages.

BARRY DAVIES,
Principal lecturer in history,
C.F. Mott College of Higher Education,
Prescot, Lancs.

Why worry over CMV?

Rare viruses, such as that responsible for Warburg virus disease (*TES* December 19) are a thorn in the flesh of tropical medicine and a potential hazard for the rest of us. But there is growing concern about an equally unfamiliar virus which appears to be widespread in countries such as Britain, which may be responsible for a substantial proportion of congenital mental defects and which promises—perhaps threatens is the word—to be almost as intractable.

The virus is a member of the group of *herpes* viruses and is called *cytomegalovirus* or CMV for short. Much of its sinister character derives from the fact that newly infected people suffer no obvious symptoms of infection. It simply hangs about in the bloodstream for months on end, which is of course one of the reasons why it spreads with ease. Serious damage is done only when the people infected happen to be pregnant women, for then it seems that the virus can cross the placenta and infect the developing foetus, damaging the developing nervous system in the process.

In the United States, it has been estimated that one out of every 1,000 new born children is mentally retarded as a result. If the same is true in Britain, the virus may be responsible for 750 cases of mental retardation every year.

So why has so little been heard of CMV? Surely, one is tempted to think, such a serious cause of trouble would have forced itself on people's attention long before this. The explanation is simple enough. The lack of obvious symptoms in those who are newly infected is part of the trouble. The prevalence of the virus has been recognized only in the past few years, with the development of techniques for telling which people in the general population have acquired antibodies to it.

Science diary
by
John Maddox

And these studies have shown that, by middle age, more than 80 per cent of people carry antibodies, implying that they have been infected with CMV sometime in the previous 30 or 40 years.

So what can be done? It is natural enough that virologists have thought of developing a vaccine against the virus. The ideal would be that young women should be vaccinated before pregnancy. The obvious way of doing this is with an attenuated live virus—the analogue of Sabin's oral poliomyelitis vaccine. On the face of things it seems sensible enough to attempt to control the damage done by CMV in exactly the way in which the congenital damage done by rubella (German measles) has been controlled.

Alas, there are snags, the chief of which is that the virus seems to persist indefinitely even in the tissues of people who have antibodies but no live virus in their blood, and that these viruses (most probably hidden in the lymph glands) can be reactivated during pregnancy as well as in the tissues of people given organ transplant or who suffer from cancer.

But in circumstances like these, it is plain that vaccination might be ineffectual. There is even a possibility that vaccination might contribute to the spread of infection.

Some also worry about the possibility that inoculation with CMV virus might cause cancer—there is no evidence that the virus is implicated in the natural causation of cancer, but people are increasingly uneasy about the injection of foreign DNA into the body. So there is an urgent need for making sure these issues are cleared up.

Ovoviviparous fish are those which carry newly hatched embryos within their bodies for several days before releasing them to the dangerous outside world, and it has now been established that the surviving coelacanth (*latimeria*) is one of these. A group of biologists at the American Museum of Natural History in New York have dissected a female coelacanth fished from the Indian Ocean some years ago and have found no fewer than five immature fish in its reproductive tract.

The photograph (*Science*, December 12) shows one of these, with its yolk-sac still attached. This specimen is roughly a foot long, but is otherwise uncannily similar in shape to its mother (close on six feet long). So far, little else is known about the embryology of *Latimeria*, but it does seem likely that it takes more than a year for the fertilized eggs to hatch.

Primary target for the ASE

by Bob Doe

Half the country's middle schools spend less than a tenth of their time on science, according to a survey carried out in Yorkshire by the Association for Science Education.

A third of the schools have no science teacher and a quarter no laboratories.

It is not surprising, then, that primary and middle school teachers are the new target for the association, who are holding their annual conference in Oxford this week. Special events have been prepared for them at the conference and new materials are being developed for middle schools. The association have also appointed a primary school committee and are encouraging contributions on primary science for their journal, *The school science review*.

But this is not an attempt to boost the association's membership, according to Mr Brian Atwood, their general secretary. They do not expect to add to the 300 or so primary school teachers in their total membership of more than 14,000, although they hope primary schools might consider corporate membership.

Instead, the new interest indicated the importance the association attached to the contribution primary science could make to secondary work. One point made by the association's Yorkshire region was that 27 per cent of the 170 middle schools in their survey had no contact with secondary schools over what might be suitable for the science curriculum. "Constant and close liaison between schools is vital.

Because little time was devoted to science in primary schools, "there is the likelihood that the value of science work, both in its own right and as a resource for the teaching of basic skills, is not fully exploited".

The association have been criticized in the past for a bias towards secondary schools and grammar and independent schools in particular. This was because it grew out of a public schools science masters association. They have done much to shake off this image with curriculum development projects such as the LAMP (less academically motivated pupil) project.

A substantial part of the conference is to be devoted to mixed ability teaching in science, and the association are about to publish a booklet on the techniques involved.

In brief

Fees up

Fees for non-vocational adult education classes in Devon are to be increased from £2.60 for 10 sessions to £3 for eight sessions because of increases in teachers' salaries. Pensioners and students under 18 will continue to pay only half fees.

Glasgow belongs

Thirty-five nine and 10-year-old pupils of Durrington Middle School, Worthing, Sussex, have been invited to spend two days in Glasgow as guests of the City. Their classroom is named Glasgow.

Must re-sit 11-plus

More than 40,000 children in Northern Ireland must re-sit part of the 11-plus next year because of a slip-up in last month's examination. Children in Londonderry told their teachers that questions on their papers had been exactly the same as those in a mock 11-plus.

People

Mrs Ann Taylor, MP for Bolton West, has been appointed Parliamentary Private Secretary to Mr Fred Mulley, Education Secretary, in addition to Mr Christopher Price. She replaces Mr Bryan Davies.

Universities

Mr George Pratt, senior lecturer in music at the University of Keele has been appointed course director for the music cruise for 920 teenagers on board the P and O liner Uganda next summer.

Mr Robert Cundall, reader in the department of chemistry at the University of Nottingham, to the chair of chemistry in the department of chemistry and applied chemistry, University of Salford.

Professor Istvan Mesaros, professor of philosophy and social science at York University, Toronto, to the chair of philosophy, University of Sussex.

Schools

Mr Peter Brown, deputy head of Ilderton Junior school, Bermondsey, to be head of Brunswick Park Junior School, Camberwell.

Mr J. R. G. Smith, deputy head, Myers Grove School, Sheffield, to be head, Benton Park School, Rawdon, Nr. Leeds.

Mr I. L. Forsyth, senior master, Myers Grove School, Sheffield, to be head Tupton Hall School, Nr. Chesterfield.

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Sport

Hockey boys on trial

This is the big build-up time of the year for schoolboy hockey with divisional trials at six centres, all aimed at producing teams for the major domestic event in the under-19 group, the divisional tournament at Aston University on January 2-3.

Eighty boys will play at Aston where there are two all-weather pitches, one of them floodlit, but the event has generated activity all over the place with hundreds of boys in action during the holidays, says Mr Donald Newton, secretary of the English Schoolboys Hockey Association.

The best at Aston will form the international team to compete in the home countries Green Shield sponsored championships in Edinburgh on April 6-7 and a match against the Dutch in Amsterdam on Easter Saturday.

Senior hockey always has to keep an eye on the schoolboys, many of whom graduate into the England team. Mr Newton says that any England team usually has eight or nine who first bullied off at schools level.

Many schools have still to start their hockey and this creates a rush of activity at Easter when the ESHA under-16 activities are at their height. For the first time, the juniors will have an international match of their own, also against Holland in Amsterdam on Easter Saturday.

Boys' hockey is often regarded as an activity limited to grammar and independent schools, but the picture is changing.

Girl gymnasts' winning ways

England's leading schoolgirl gymnasts were able to eat their Christmas pudding without a qualm after a term of successful intermediate competition which brought them away victories over Poland and Wales and a home win against Sweden.

Prominent among them were Flood Reeves (Holy Trinity Secondary School, Halifax) and Karen Roob (Colne Valley High School, Huddersfield), both also members of the British junior team, and Karen Leighton (Ilford High School, Essex).

Although there is a return match against the Poles in the spring, the girls—and the boys—will now be devoting most of their attention to the domestic arena culminating in the All-England schools championships at the Sobell Centre, London, on March 20, just two weeks before the *Sunday Times* schools team championships in the same place.

The two competitions are complementary. *The Sunday Times* event is for those just beginning gymnastics—the tests are based on the routines of the award scheme through which hundreds of thousands of children have graduated. In the All-England championships, the competitors go through the Olympic routines of floor exercises, vaults, bars, beams, etc. This is the traditional route into the British team.

London primary schools are showing a quickening interest in competitive gymnastics, say Mr James Walsh, secretary of the Inner London competition, who is headmaster of Our Lady of Victories JMI School in West London. About 50 schools have entered for the London competition with preliminary rounds in February and the final in Lewisham on May 27.

Canoes in the town pool

Fifteen pupils of Sparrowdale Special School, Atherstone, Warwickshire, have been allowed to use the town's indoor swimming pool for canoe training.

North Warwickshire Council agreed to allow the children, who are mentally retarded and are on Duke of Edinburgh Award schemes, to use the £250,000 pool, which was opened in June, after the school had been told it could no longer use the Pingles baths at Nuneaton near by.

Thanking the council, Mr G. Flinter, the school's headmaster, said: "The pupils have trained all summer and it is vitally necessary for them to continue this. Canoeing is an integral part of the award scheme."

Training grant for skiier

A new Scottish ski circuit, linking three previously unconnected events, is to be jointly sponsored by Pernod, the French drink company, and Gauloises, the cigarette company. This new award will include a £200 training grant to the outstanding British skier.

The companies already sponsor the Scottish ski championships which this season are being held at Aviemore on February 28 and 29.

The Aviemore event will be a qualifying one for the new circuit points competition, along with the East of Scotland championships at Glenshee on February 7 and 8 and the West of Scotland championships at Glencoe on March 20 and 21. Both the slalom and giant slalom races will count since the competition is designed to favour the all-round skier rather than the specialist.

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The grand delusion

Rosalind Driver argues that the spirit of open inquiry needed in science work is being sacrificed to school success

Many secondary science courses suggest that as science teachers we are suffering from a grand delusion. The delusion is that science teaching can be genuinely "open-ended", "inquiry oriented" and can yet enable students to learn an accepted body of knowledge. Most of us who have these aims know we play a confidence trick on our students, and use terms such as "guided discovery" to describe the process we use. Our students respond in the same spirit, following their investigations with such questions as "Is this what ought to happen?", "Have we got the right answer?".

With the coming of Nuffield Science we seemed to have found the compromise between science as useful knowledge and as a way of finding out. Here were schemes in which children acquired useful knowledge through their own investigations. But even here teaching science as a body of knowledge and science as a process of honest inquiry may be incompatible aims.

The difficulty lies in the different perspectives of teachers and learners. These perspectives not only affect the interpretations that can be suggested for observations, but also the observations themselves, which are viewed through a person's expectations and previous experiences.

Teachers know what aspects of a system to pay attention to, and why. They usually know what outcome to expect, and are predisposed to "seeing" them, consciously or unconsciously adjusting the apparatus or situation in order that they occur. But students may be ignorant of this framework, and have little basis on which to select the observations in a new situation.

Students enter our laboratory to view mysterious collections of objects which we as teachers expect them to observe and interpret. They have little knowledge to sustain their explanations, and even their way of observing events will be different from ours. How can a naive observer distinguish "significant" observations from what is incidental, when the significance comes from the theoretical interpretation we are going to impose on events?

What we as trained observers "see" as obvious is far from obvious to an untrained eye. What is clearly an indication of changes of current in a circuit to a physicist may be perceived and remembered as little more than ebony-headed pins, a mysteriously moving light and a mass of wires. Try introducing students to the observation of wave patterns in a ripple tank, onion skin cells through a microscope, or patterns of iron fillings around magnets, and ask them to draw what they see without any guidance.

Of course we rarely allow students to approach a new situation without some direction. Because of our concern to teach a body of knowledge, we shape students' ideas by the careful sequence of activities, the equipment available, and by questions guiding them towards making "fruitful" observations. Even so, difficulties arise. Like scientists in a new field, students with limited experiences are able to suggest a framework or an explanation to interpret data which may be quite consistent with their observations, yet does not agree with or may even conflict with the accepted theory.

Science teachers may recognize a situation which commonly arises, when students are testing to see if electric current is used up in a simple circuit by measuring the current on either side of a lamp. Many students expect the current leaving the lamp to be smaller than that entering. "Of course current is used up in the bulb, where else would the light come from?"

Because of the shortcomings of equipment used, the second ammeter may register a lower value than the first and this is then recorded without question: if, on the other hand, the readings are the same, the result is questioned and students are prompted to repeat the measurements. If left to observe and interpret without teacher guidance, students may not understand phenomena in terms of our "accepted" theories, but assimilate observations into their own framework.

Students also come to certain topics in science with intuitions already developed on the basis of their everyday experiences. Some of these ideas are particularly well formulated, and may be held on to stubbornly despite conflicting data. This is particularly true of areas involving kinaesthetic information, notions concerning dynamics or heat.

The following comments were made by a 12-year-old, Tim, over several months, and show an underlying idea he has about weight and gravity. When he is about to pull a cart up an incline, using a spring balance in order to measure the force exerted, he predicts it will be harder to pull the higher up it goes. Another time he has equal weights suspended on the ends of a string over a pair of pulleys, so that the weights hang at the same height. He moves the weights round, leaves go expectantly, then comments on how he thought the two would return to the same level "like a balance".

For Tim, as for many students of his age, the "weight" of an object is connected with its height from the ground. Tim explained "The higher it gets the more effect gravity is going to have on it, because if you just stood over here and someone dropped a pebble on him it wouldn't hurt him. But if I dropped it from an airplane it would be accelerating faster and faster and when it hit someone on the head it would kill him".

With our emphasis on the structure of the discipline and unifying themes, we expose students to "powerful" theories which aim to help them integrate a wider variety of experiences, forgetting that they come with their own theories already formulated.

Students' thinking about heat is a case in point. Their experiences, and common-sense myths such as "heat rises" have led them to consider heat as a "stuff". In our science courses, on the other hand, they are introduced to the "Newtonian billiard ball gas", the kinetic molecular theory. The attempts to reconcile their own ideas and the notions picked up in class about such a theory is illustrated by some answers to a homework question.

A group of 13-year-olds of average ability had followed the Nuffield Combined Science Unit on "particles". They were then asked to explain the expansion of mercury in a thermometer when the bulb is heated. Their responses show the varied success they have in relating the new ideas about particles to their original thinking. In some cases the particle ideas are adopted, but it does not mask the more primitive ideas behind the explanations.

"Mercury rises up a thermometer when it is heated because it gets hot and the particles move away from the heat and up the thermometer."

"Mercury likes to be cool so when it is heated the particles are trying to get away from the heat so they move up as it is the only place it can go."

In other cases a more thorough attempt is being made to use the notion of particles to explain expansion, yet their existence still appears to be seen as independent of the mercury.

"Heat is making the particles expand, they now need more space to move and so push upwards making the mercury rise as well."

Given such responses, what do teachers do? Do we see them as "right" or "wrong" answers or as attempts by the students to bring their experience and understanding as far as they can into agreement with "school knowledge".

What hope have we of helping students' ideas to undergo what are, to them, such radical changes? Certainly patience is called for: a student needs time to think out the implications of new ideas, not simply for the situation at hand, but the many others that the ideas apply to. What teacher has not been faced with the comment "Yes, I see you are right, but why am I wrong?"

Perhaps we are rather optimistic, or arrogant, to expect students to abandon in a mere span of an hour or so in a science class ideas which they may have developed through years of experience. The question is not that of helping students to make up their minds, but how to unmake them. Our students are not unique in their stubbornness. Max Planck came to a similar conclusion about scientists when he said: "New theories do not convert people; it is just that old men die." Students are much more flexible in their thinking, and we can help them to remain so:

What we have seen in the comments and activities of students are glimpses of their genuine attempts at inquiry, of making the world make sense to them, and how this does not necessarily lead them to the accepted view. On the other hand they are growing in their awareness that such a view exists, and that when they have to discover is how their experiences and ideas can be reconciled with it. If they have difficulty doing this, such guided discovery can cause them to doubt their own observations and judgments. "We did not get that result." "But that did not happen in our experiment."

Having struggled honestly to understand situations and failing to "see" things the way the teacher does, the student soon realizes that as in most of their experiences in school there is a right answer. Instead of a genuine involvement in studying a system, students short circuit the understanding process. They find out what is supposed to happen, rejecting any real involvement in the topic under study in favour of playing the game of getting the "right answer". Less attention is paid to practical situations than the words or phrases to be written in the worksheet. The intellectual curiosity and integrity of the student has been sacrificed to school success.

Rosalind Driver teaches at the Centre for Studies in Science Education at Leeds University. This is a shortened version of her article printed in The School Science Review, June, 1975.

Corps on the curriculum

Should the Ministry of Defence still be spending over £2 million on combined cadet forces? Are CCFs merely a leftover from the Raj, or a valuable training ground for leadership? Tim Albert reports

For about two hours a week Lawrence Halstead, schoolmaster, becomes Squadron Leader Halstead. He is only 32, lives at home with his parents, and teaches classics and produces television programmes at William Ellis School, North London. He is also in charge of the 70 boys and two teacher-officers in the school's combined cadet force: "We're not still fighting the last war", he says. "Our main emphasis now is on self-reliance exercises."

As a schoolboy at St Benedict's, Ealing, he enjoyed fiddling around with signals equipment. When he came to teach at William Ellis in 1966, he was roped into the CCF. Now his brother officers have moved on and he is in charge. He has been on a week's training course ("mainly admin") and still goes on occasional conferences. He has a uniform, paid for out of a £110 uniform allowance, which he only wears on official business. He gets the daily rate for a squadron leader, up to a maximum of 28 days, which works out at about £400 a year.

"I suppose it sounds terribly old-fashioned to talk about comradeship, but it's true", he says. "Comradeship with other officers, with the boys and with people from other schools."

The contingent he commands have their headquarters in two huts by the school playground. They belong to the Ministry of Defence, as do some of their contents—elderly field telephones, small radios, uniforms, tents and an old Land Rover. There are no rifles; the contingent have about 30 of their own which are used for exercises and target practice, but these are kept for security reasons in the Tower of London.

The 70 members meet once a week for about two hours. After a short parade they split up into small groups for activities which lead up to various certificates. These may include topics such as map reading, survival under arduous conditions, and the principles of flight.

The boys may also go on up to five weekend camps a year, have 10 days' adventure-training in Wales or on Dartmoor, and weeklong camps at an army base or an RAF station. As a whole, the contingent receive a grant of about £400 from the Ministry of Defence, which "just about pays the electricity bill".

"I think it makes a good contribution to the life of boys in the school", says the headmaster, Mr Russell Perry. "It teaches them things like leadership and responsibility and self-dependence. It also allows boys to experience service life and develop career interests. If it came out of the education budget then perhaps I would say it should be spent in other ways. But it doesn't."

In fact the William Ellis CCF, like the other 266 contingents in the country, come under the control of the Ministry of Defence. Policy decisions are made by the navy, admiral, major-general and air vice-marshal who make up the Inter-Service Cadet Committee. They are put into effect by the Joint Cadet Executive, who meet once a month and consist of a colonel, a navy commander and a retired air-commodore. Each contingent has its own parent establishment—teams of about 100 junior officers and senior NCOs are training teams.

The Ministry are careful to point out that they do not meddle in education. It is up to each school to decide whether they will have a CCF and, if they do, how to fit it into their timetable. Teacher-officers are appointed by the head.

"We are quite clearly not teachers", says Major John Tennant, ex-Eton CCF and now staff officer to the Colonel (Cadets) and secretary of the Joint Cadet Executive. "We are quite properly detached from the schools themselves, and allow the proper function of schooling to go on as the schools wish."

Yet the Ministry's control, if unobtrusive, is firm. They can refuse an application to set up a CCF (usually on the grounds that the school, or its sixth form, is too small). They keep informal contact with each school contingent through their cadet teams, and in three years out of four they hold a formal inspection, after which support can be withdrawn. They can also withdraw commissions, either on security grounds, or if he turns out to be an "unsuitable character". "He is wearing our uniform", says Major Tennant. "If he is in a position where he may bring discredit on it then it's better that he doesn't wear it at all."

Throughout the country there are a total of 40,500 cadets and 1,634 officers, in contingents varying in size from William Ellis's 70 cadets and three officers, to Oundle, with 17 officers and 485 cadets. But generally numbers are going down: in 1968 there were 4,000 more cadets and about 200 more officers.

"There has been a slightly anti-militaristic feeling throughout education", says Major Tennant. "We would suggest that this is no longer the case, and that this year there has been an increase in interest."

The CCF were founded in 1948, though some kind of officer training has existed in certain selected schools since 1862. Apart from its public relations value, they are still a great source of officer recruitment: for example between 54 and 60 per cent of young men entering the Royal Military Academy, Sandhurst, have come through a school CCF. They are still biased towards the more selective schools: 124 contingents are in independent schools, 50 in direct grant schools and 87 in local authority schools.

Yet these schools get between them an estimated £2m to £2½m a year. The money from the Ministry of Defence goes on officers' pay, equipment, buildings and grants. These consist of £69 establishment grant and £4.60 for every cadet up to 40, and another £3.00 for each subsequent cadet. The army also pay £1.50 for every army cadet.

Air Commodore (retired) Peter Seymour, the RAF representative on the Joint Cadet Executive, is convinced that it is worthwhile. "We provide a different field of training, education and experience in which a boy has another avenue up which he can go and shine. We provide a disciplined organization which benefits the school, provided it is run properly. It can bring out character and leadership potential which is terribly difficult to direct out of a young boy."

Others are not so sure. Mr Robert Kilroy-Silk, Labour MP for Ormskirk, who has already raised the matter in the House of Commons, says that the £2m is effectively being used to subsidize rock climbing and mountaineering.

"I object because it is going to the wrong kind of school", he says. "And I don't believe in inculcating the military ethic anyway. The whole approach is based on an assumption of empire and Raj which doesn't apply any more. There are many other ways of encouraging leadership qualities which don't require £2m of taxpayers' money."

Major Tennant is undaunted and says abolition of the CCF would be an absolute tragedy. "Service to one's country is a slightly well-worn phrase", he says, with a rueful grin. "But we hope it still means something."

Mental maps

Jeff Bishop examines some recent ideas on children's perception of their environment

You're right from your side
Me, I'm right from mine.

Because education has always been characterized as an encounter with right firmly on the side of the teacher, we can assume that Bob Dylan, the author of the lines above, did not appreciate his time at school. Recent years have seen some apparently radical shifts in educational techniques, from the adult-oriented teaching towards a child-oriented learning.

But the knowledge, opinions and values continue to flow in one direction. One of the shifts has brought about a new field (or is it form?) of study based on the child's physical environment. Environmental studies remains all things to all people, but after 18 months of school-based research I think that the key to the study of the environment lies in the fact that it requires a participatory model of education, which is neither teaching nor learning, and which should consider and evolve from the child's perception of the world.

Environmental education is rooted firmly in the area of perception, and particularly in children's developing awareness and understanding of the world of which they are a part and which is in turn a part of them. The environment as a subject is unique in having no commonly agreed on objective ways by which it can be described or analysed. Even the simplest description of a single room, which to us in the west is clear, may be meaningless to someone from another culture. We have all experienced the familiar journey which can apparently endure a lifetime on one day, but pass in a moment on the next day, according to our reasons for undertaking it. No second of our interaction with the environment is free of such constraints; and yet there are currently teachers in Britian who are teaching environmental "facts".

We all perceive our world in different ways, but with certain culturally common frameworks and elements. This perception has developed meaningfully for each of us in our lives—each of us is "right". The same applies to children who, even at infant school age, have developed relatively robust and consistent pictures of their world, which teachers ignore at their peril: to use the inevitable linguistic analogy, it is useless talking only French to somebody who speaks German.

As an architect, less polemic and more prepared argument is necessary for me as the subject of the child's perception of the world. My introduction to the subject was through Lynch and Piaget, through developmental psychology and cognitive mapping (the theory that we build up in our minds representations of external situations which are not comprehensive, but diagrammatic and symbolic, map-like). Piaget has done little directly on the environment, but three of his stages of development are relevant to environmental perception. From about five to nine years is the pre-operational stage, the period of topological space when the child appreciates simple relationships between a number of objects, and structures them around concepts such as proximity, enclosure and repetition. Imagined reversal of sequences is not possible, and the child cannot hypothesize new sequences and connexions.

The second stage, between the ages of nine and 13, is the concrete operational, the period of projective space when relationships between a whole series of familiar objects are understood. The child does not yet relate one set of relationships to another which may overlap. It knows correctly a number of sequences (routes), and can usually reverse them and represent them clearly on a map with a good level of scale and directional accuracy. Each sequence is, however, finite and isolated and the child cannot yet overlap them successfully into any form of matrix.

The matrix emerges during the final stage (we presume it is final, but Piaget does not say so), known as the formal operational stage. Euclidean space—O level geometry with hypotheses, deductions, and fairly complex relationships—now becomes dominant and we find what are normally considered mature abilities. Thus the child (adult young person) can abstract and hypothesize and knows the overall pattern of certain places.

A map drawn at this stage characteristically starts with a few overall guidelines and would then literally home-in to school and shops or wherever space was requested.

Lynch's *Image of the City* is now a classic here. He asked respondents, who were asked to draw maps, the elements which make up what I called "guidelines". His hypothesis is that we all construe in our minds cognitive maps of our environment, which we continually elicit from ourselves in order to negotiate the world. These maps are built up by the use of elements which he deduced were shared by most people—paths (roads, etc), nodes (junctions of paths), edges (railway lines, water), landmarks (churches, towers), and districts (areas bounded by paths).

Lynch used a small, highly selective, articulate, middle-class group of respondents, and his work is more seminal than comprehensive, but the cognitive map notion has been extended in several directions. I have tried similar techniques with children from nine to 16 years, and my results were somewhat surprising. Lynch's elements sometimes emerged, but in rather altered form. For example, a major landmark in Harwich is thought to be the lighthouse by the old town, but this did not appear on any map. What did appear was the public leventory at the foot of the lighthouse, used by children as they waited for the bus.

Although Piaget and Lynch provide a foundation, the shape of the superstructure appears to be changing, and we may soon need to reconsider the design. The seeds of doubt blow in from several directions. G. Moore put forward an extreme interactionist theory which almost denies the existence of stages to ages by suggesting that familiarity is the major determinant of cognitive maps. He points out, quite sensibly, that even a mature adult will draw a hierarchical map of an unfamiliar area. The implication of this for education is that we should give the young child more opportunity to lead us rather than be passively pushed along or dragged by an adult hand.

D. Stea has used environmental modelling techniques with young children, and concludes that modelling abilities are established by the age of three; his work on aerial photographs concludes that the child can read these successfully by the age of nine "at the latest".

Some of my work, on the neighbourhood around Chelsea football club, suggests that motivation is a further important factor in the development and ultimate content of environmental perceptions. My work separated responses from residents of the area, non-residents, supporters and non-supporters. There were clear differences according to the respondent's reason for knowing the area. This helps to explain the taxi-driver style of map, which appears to be projective, irrespective of the respondent's age. The taxi-driver is, after all, dependent on a sophisticated and finite point-to-point cognitive mapping system, and the supposed benefits of Euclidean systems might be a positive disadvantage to his economic health.

It is a pity that much research has ignored the content of children's maps in favour of their style, because we would discover not only that children perceive in different ways to adults, but also the things which they choose as significant would be very different to those chosen by adults. We are left with the notion that children develop their environmental understanding through a series of stages, which are probably less related to age than to experience of environments.

The inescapability of a child's relationship to the physical environment makes it unsurprising that stages can be reached earlier than general theory might suggest, and the uniqueness of each child's early experience also makes it unsurprising that common structures only appear relatively late. The environment outside school precludes the clean slate approach of much teaching, and the teacher must consider the involvement of children with their environment. This involvement is largely, however, age-related; thus a landmark for an eight-year-old is the sweet shop, but for a 14-year-old it is the record shop.

Children need to develop interest in their environment, because they will ultimately be responsible for its control. Perception is important because design (in the broadest sense) is about the delicate balance of competing priorities. The growing self-awareness which perception studies demands can be seen as a first step for those few who will ultimately be responsible for the balancing, and for the many who must contribute to it.

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16

Locomotiv G.T.

Frank Lipsius
on
rock in Hungary

A scene from "I Am 30"

If the idea of a rock musical in Budapest sounds strange, then the truth will seem an even stranger amalgam of Eastern European traditions of serious theatre and western pop music entertainment. Budapest has some 25 theatres, all repertory companies that search deep into the classic-theatre stores of east and west to come up with plays by or based on Shakespeare, Ibsen, Diderot, Katayev, Gogol and Gorky. There are also comedies in a lighter vein; like Neil Simon's *The Sunshine Boys*, Alan Ayckbourn's *Absurd Person Singular*, and one that has just opened, Thornton Wilder's hilarious *The Matchmaker* but, since theatres do not depend primarily on commercial success for their livelihood, entertainment value does not assume that same priority that we have come to expect of, say, the West End and the result is a certain seriousness, sometimes even pomposity. The other values in evidence may themselves be questionable or lead to vapid indulgent experimentation.

In this context, a rock musical has to be more than loud, funny, outrageous and even mocking. It is not a matter of prejudice against pop music, as such: Hungary has a proven history of encouraging it, a policy that has made the country a leader in the field, capable of sending groups to both the Soviet Union and the United States. But as Zsolt Pentz, pop manager of the Hungarian concert booking agency put it, the people who go to the theatre are not the ones who go to pop concerts. The same might be said of the west: the difference is that *Jesus Christ Superstar*, *The Rocky Horror Show*, *Godspell*, *John Paul Ringo . . . and Bert*, and their kind of West End rock musical are trying to bring new audiences to theatres, while in Hungary a rock musical has to satisfy a traditional theatre audience. It is offered by a repertory company that will also be playing, for instance, Brecht, Shaw, and Shakespeare all of which are on the programme of the Vigszinház, the home of East Europe's first two rock musicals.

The first one, *Imaginary Report on a Pop Festival*, got considerable publicity when it opened two years ago. All the attention went to the novelty of the exercise—as strange to most outsiders as the prevalence of blue jeans today among young people in the streets of Budapest. Aspects overlooked included the quality of the music and the ingenuity of the show's writer, an octogenarian who is considered something of the doyen of Hungarian theatre. The writer, Tibor, Déry, based his original novel on the Altamont pop festival, where the free Rolling Stones concert was marred by murder and numerous reported drug overdoses. While the attack on drugs and the affluent society were not missed by critics, neither could they deny the quality of the production, the seriousness of the issues or the general acceptance of such behaviour, this side of success. Déry, now 81, has gone on to write a novel based on the kidnapping of J. Paul Getty III, full of trenchant observations of Italian society, the kidnappers and the kidnapped's family.

Locomotiv GT, who wrote and performed *Pop Festival*'s music, have a highly successful and productive career as East Europe's top pop group. Among their recent projects is the second rock musical at the Vigszinház: *I Am 30*, which opened in the spring as part of the extensive celebrations of the thirtieth anniversary of the Liberation, ending the Second World War in Hungary. Again under the guiding hand of László Marton, a young director at the Vigszinház, the play this time is the result of the collaboration of a number of young people who set out to take another look at the war. Rather than recreate scenes of the war, and do research in historical archives they recreated young people's impressions of the war and did their research largely in interview with those under 30. The result, needless to say, paints black and white portraits of resistance heroes and fascist collaborators; but the constant reminder that this is the given impression of the war is itself an implied criticism of the parents and teachers who shape young people's views.

Besides, the rapid succession of pointed observations of the war makes for exciting theatre. The young people act out a host of impressions: the fox-trotting thirties in Horthy's fascist regime; dead and wounded soldiers being dragged across the stage, the world-champion fencer being sent contrary to certain death on the front lines in winter because he is a Jew, a mother's radio-request song for a son she does not know is already dead. These songs come as an almost spontaneous response to the emotional exigencies of the war.

The second half turns to the period of rebuilding after the war. The first scene repeats the perceptive double focus, showing a school reunion in which still-young graduates laugh and sing their way through exaggerations of their war exploits or hide their collaboration with the Nazis. Another telling scene has an imitation of Radio Free Europe, complete with sound effects of bad reception, while the commentator reports deprivation in Eastern Europe—and offers the Hungarian people razor blades. Though the play does not come up to the turn to communism in 1948, a shrill heroic spirit unfortunately takes over parts of the second half—showing everyone pulling together to make the temporary bridge that had to suffice for communication between Buda and Pest after the Nazis blew up the bridges during their retreat across the Danube.

Overall, the show displays an admirable maturity in both music and theatre. The songs are not exploited to boost a lifeless play or ever allowed to overshadow the other elements of the production. Well-integrated into the scenes, their beat expresses the idiom of the time—from sassy dances of the thirties to progressive rock today—while lyrics that comment on the past in the sophisticated way that has come to rock music only in the last 15 years.

While the quality of the show obviously depends on the rich roots of Hungarian theatre and the advantageous collaboration afforded by a repertory company the encouragement of pop music over the last decade has been of equal importance in bringing the music to the level required of the theatre. Locomotiv GT was formed in 1971, after a youth magazine named the country's top pop musicians—based on a nationwide poll—and they got together for a jam session. Since then they have sold millions of records and, because of the size of Hungary, they may well be, per capita, the best-selling group in the world. Their first appearance in the West was in Britain at the Lincoln pop festival in May 1972. Since then they have toured the United States for a summer on the bill with such groups as Grand Funk Railroad and Jerry Garcia of the Grateful Dead. As with the score for *I am 30*, most of their material is written by Gábor Presser, who does the keyboard work and vocals for the group, and Anna Adamis, wife of their drummer, Joseph Laux and considered the fifth member of the group. Their life in Budapest differs little from their counterparts in the West, except that stardom, wealth and being in great demand do not bring them the entourage of lawyers, managers and hangers-on who build a cocoon around western pop stars. The group has also to its enjoyed remarkable longevity—and so given promise of a long career that should bring them and their work the wide recognition they deserve.

EXTRA

American Studies

an inset to mark the United States Bicentennial 1776-1976

Why Britain should celebrate. By Professor Esmond Wright, Director, University of London Institute of United States Studies

It is proper to mark the opening of the year 1976—the bicentennial of American Independence—with a special insert devoted to American studies. Nineteen seventy-six was originally to have been marked by a great festival in the country's first capital, Philadelphia. Philadelphia—with Independence Hall, the cradle of the Revolution; with the Liberty Bell, a Whitechapel product, that rang to celebrate independence; with Benjamin Franklin's home (now gone), his burial ground (so starkly marked), and with its own bits of urban renewal in Society Hill and the University of Pennsylvania. It will still naturally be at the centre of the celebration and the rededication, but by this time so will another 3,000 towns and villages. The lists and forms of the celebrations of 1776 are endless: the Yankee stadium and the Metropolitan Museum—each the citadel of a culture—each attribute their refurbishing to the Spirit of '76. Columbus, Ohio, and other towns plan to transform the city fireplugs into the shape of minutemen. And Massachusetts (with the caution and the coolness of the Yankees) calculates that there would be, beginning last April, so many visitors to Lexington, Concord, and its many picturesque village greens that the wisest way to salute the Bicentennial was to build and equip a column of mobile toilets. It is an antiseptic and environment-conscious age.

It is too easy to be flippant. After all, 37 of the 50 states did not exist in 1776, but in this age of abundance as well as anxiety (indeed its anxiety in large part product of too easy affluence and too easily earned money) all, from Vermont, the fourteenth state, to Hawaii, the fiftieth, have much to celebrate.

Despite Watergate (and President Nixon was not the first President to make a mistake, even if it must count as the most publicized mistake in American history), despite Vietnam (the first war the United States has ever lost), despite New York City's problems, the United States has created the most prosperous society in history. In the eyes of its critics, its values may be misguided, substitution, materialistic; but it provides them, for 215 million people, who, like their parents and grandparents before them, have found them sufficiently tempting to move to the United States from all over the world. The roll call of great and of ordinary Americans is an international and polyglot testament to the appeal of the American Dream: Roosevelt and Rockefeller, Knudsen and Adenauer, Kennedy and McKinley, Frankfurter and Schultz, Jesse Owens and Cassius Clay.

They tried to fit you with an English song
And clip your speech into the English rule,
But even from the first the words went wrong,
The catbird pecked away the nightingale,
The homesick mom begot high-cheekboned things
Whose wit was thrifted with a different sound
And Thames and all the rivers of the kings
Ran into Mississippi and were drowned.

It is of course more than the story of affluence and material success, of entrepreneurial zeal and the conquest—and ravaging—of a continent (the United States consumes 45 per cent of the world's resources). These achievements were made possible only by a democratic and open system of government in which all men of whatever race, creed or national origin were, by 1865 at least, deemed to be free or to be capable of freedom. The doubts of 1787 as to whether republicanism and Federalism could be successfully applied to an area as large and diverse as the original thirteen states have indeed been stilled. The Manifest Destiny of the people proved to be not geographic but ideological, not the West but the fact of freedom itself.

But why should Britain celebrate the Bicentennial? It marks after all a major British defeat: though we are always apt to celebrate our disasters, and transform them into triumphs: Saratoga, Yorktown, Lucknow, the Somme, Dunkirk. To the teacher, the story of the United States is not just a piece of sentiment—and much more than a study of a special relationship. For there are features in the United States that establish it as a unique, unique and independent subject of study. The cleft dust was never English dust.

The United States was the first successful Republic in modern history; and its quasi-democratic political system absorbing many themes. It applied its democratic methods on an unmapped continent and in the Ordinances in 1785 and 1787 and in the Constitution itself it devised Federalism in order to do so. Thirty years later the British in India still tied the bewildered or allied races to them by "subsidiary treaties". Almost all the developed democracies, and some less democratic states that have come into being since 1776, have been similarly Federal in form: Canada, Australia, South Africa, Germany, USSR, Yugoslavia. Today we in British, priding ourselves until now on our uniqueness as a unified parliamentary government, are at last contemplating a reluctantly-conceded political Federalism of our own, in setting up separate Parliaments for Scotland and Wales to match the distinct nationalisms that have always marked the social character of the British Isles.

Again, almost all other states have, like the United States, a written Constitution, and there are now a considerable number of British politicians who advocate both a written Constitution and a Bill of Rights. Certainly no student of government can ignore James Madison's and Alexander Hamilton's handiwork.

Similarly with the study of the frontier. As first expounded by F. J. Turner in his famous address to the American Historical Society in 1893, the moving belt of population pushing ever westwards was the most significant of all American historical phenomena.

To it were due, he believed, many of the characteristics of the American society: it was a safety-valve for urban tensions and discontents; it bred resourceful men and independence of mind; it was open to talent and unlimited in its possibilities, for free land was available to every man who had the energy, courage and will to work it; it called for initiative and ingenuity, and self-reliance; it was hostile to authority, it was activist, and it was strongly optimistic.

They went with axe and rifle,
when the trail was still to blaze,
They went with wife and children,
in the prairie-schooner days,
With banjo and with frying pan
—Susanna, don't you cry!
For, I'm off to California to get
rich out there or die!
We've broken land and cleared it,
but we're tired of where we live,
They say that wild Nebraska is a
better place by far.
There's gold in far Wyoming,
there's black earth in Iowa,
So pack up the kids and blankets,
for we're moving out today!
The cowards never started, and
the weak died on the road,
And all across the continent the
endless campfires glowed.
We'd taken land and settled—
but a traveller passed by—
And we're going West tomorrow,
Lord, never ask us why!
We're going West tomorrow,
where the promises can't fail,
O'er the hills in legions, boys,
and crowd the dusty trail!
We shall starve and freeze and
suffer. We shall die and tame
the lands.
But we're going West tomorrow,
with our fortune in our hands!

It had indeed no obvious limits: "Why, sir, on the north we are bounded by the *Aurora Borealis*, on the east . . . by the rising sun, on the south . . . by the procession of the Equinoxes, and on the west by the Day of Judgment". It was the uniqueness of this environment in agriculture and topography which explained, Turner believed, the differences between the Old World and the New. If in recent years this view has been contested, if the frontier is now seen as productive of damagoues as of democrats, nevertheless contemporary America is the heir of that frontier story: it is polyglot in its people, continental in scale, mobile and restless yet curiously conformist in its character. It has moved a long way from the simple and rural values of the eighteenth century, from the world of the open range, or even from the difficult moral, yet politically clear cut, issues that faced Lincoln. And as shown in the work of Owen Lattimore on Mongolia, and in some of the writing of Professor H. C. Allen on Australia, the notion of the frontier as mobile and human has been a fruitful concept for the understanding of other cultures.

And again in race. In immigration, in demography, in urban development, in economics, the United States is a frothing laboratory of experiment and change. It is no accident, that one recent study, collection of essays edited by Richard Rose of Strathclyde, is devoted to the theme: What lessons from America are to be learnt? These are our now-familiar interpretations and preoccupations. Some of the most interesting courses taught in the Institutes or Schools of United States Studies in British universities and polytechnics are those that break new ground: the interest in the performing arts at Exeter, the culture-without-frontiers line that marks the work of Eric Mottram at the Institute of United States Studies, the demographic studies of Jim Potter at the LSE, and the plans for an Anglo-American School of Diplomatic History at East Anglia.

After revolution, reconciliation. This engraving from the British Museum shows America and Britannia embracing, with Fox encouraging Keppell (right) to give "a spank" to Spain and France, who are trying to pull mother and daughter apart, and Holland on the side-lines. It will be seen at the 1776 Exhibition sponsored by The Times *and* The Sunday Times *at the National Maritime Museum, Greenwich, from April 15 to October 20.*

To write in this way is to mark the speedy and smooth progress of a silent educational revolution. For interests like these were unknown when I was an undergraduate before the war. With the exception of the Commonwealth Fund Chair at University College London, then held by H. Hale Bellot, there was no chair in American history in any British university, and few other academics were interested in or knowledgeable on the United States. Now there are at last 10 Professorships in British universities with the word "American" somewhere in their titles. There are a considerable number of lecturers in American topics. And there are some 400 academic members of the British Association for American Studies.

One can indeed date the beginning of the serious academic study of the United States in Britain by the founding of BAAS in 1955; and note the leadership given by Frank Thistlethwaite, then a fellow of St John's College, Cambridge, and now the Vice-Chancellor of the University of East Anglia, who organized the first conference on American Studies at Cambridge in 1952. Then there was the encouragement and support of Senator Fulbright and the Fulbright Commission.

There were of course critical voices heard—it would not be academic life without them! Ten years before, some British Vice-Chancellors had been offered by the United States Government funds with which to support chairs in American studies in Britain, but turned the offer down, since presumably they saw it as propaganda. It was a foolish decision. No one ever charged Denis Brogan of Glasgow, London and Cambridge with being a propagandist in his studies of American politics, nor of being a propagandist about France, on which he wrote with equal authority. Indeed, is not all the best teaching propagandist of one or other aspect of the truth? Is not Coca-Cola an excellent propagandist of American affairs, and are we not all of us better informed citizens of our own country and of the world as a result?

Is not some of the present academic interest in the United States in large measure due to those academics like Laski and Brogan, who were not afraid of controversy and publicity?

A striking feature of the years since World War Two has been the emergence in this country of a group of academics, still for the most part men and women under 60, who have unashamedly made the United States a central subject of their reading and writing. My own calculation is, that since 1945 we have produced some 90 major book-length studies in American history, some 50 works of literary criticism, and some 40 studies of American politics. In the *Journal of American Studies*, edited since its foundation nearly a decade ago by Professor Denis Welland of the University of Manchester, there is a journal of proven academic excellence. The 21 years since the founding of BAAS in 1955 have been rich in their products. American studies in Britain have come of age.

1. Stephen Vincent Benet *"John Brown's Body"*.
2. Stephen Vincent Benet. *Western Wagons*, *The Stephen Vincent Benet Pocket Book* (NY. 1946).
3. *Macmillan 1974.*

Transatlantic celebrations

Michael Binyon, our correspondent in Washington, reports on how the Bicentennial is being marked in the schools of the United States

How should America celebrate its 200th birthday? A school teacher in Tennessee recently asked her six-year-old pupils.

"I think we should have a great big dinner. All kinds of people could come. We'd have a great big ole steak and we'd have salad and taters. The President Ford could ask the blessing. He'd thank God for America, Henry Kisser could be there and me and my brother and my mama could come. I don't know about my daddy—he's in Florida.

That was Kevin's reply".

Andrew said: I think we should invite everyone here and tell them how sorry we are. Sorry about the wars—for being in them. I remember the Civil War. President Lincoln didn't think that coloured people should be slaves. I didn't think so, either, so President Lincoln and the coloured people had a war. We won. President Lincoln got killed in the war. The man's name was John something. I think Lincoln was riding a horse when he got shot. I wish he could be here for America's 200th birthday. I really do."

Steve was more practical: "They ought to try to clean it up. I don't like to see trash. Beer cans is all along the roads. Beer cans is garbage. I'm going to clean up my house too. There might be some garbage under the couch and I'm going to throw it away."

Julie had the most historical approach: "I think we should remember Mr Columbus. He sailed across the ocean. He came over here because a long time ago there were these people and this king. They wouldn't let Mr Columbus go to the church he wanted to. And the preachers didn't tell the truth. And so some people decided to come over to America. They stayed right by the ocean at first And they thought it would be a good land for them and so they went back and tried to get more people to come back over. Those people who were still over in the king's land, they made those over on America pay lots of money. The people of America didn't want to pay taxes. So they started a war. And America won."

Perhaps the most appealing answer came from Melissa: "The President should make a cake for us. My daddy knows how to cook, so the President does too. We could all go to Washington to eat it. We could stay at the White House and sleep with the President, if he's there. He stays there all the time, except sometimes at night he goes out. That's when he goes home."

All over America these suggestions have already been taken up. Schools are remembering Christopher Columbus, Abraham Lincoln and the colonial war. Children are making collages, murals, writing eye-witness accounts of battles, pretending they are English soldiers fighting in a foreign land, finding out why the immigrants came over and where their own ancestors came from. Teachers are using the historic battles to promote ideas of peace.

And everywhere children are dressing up as settlers and eating colonial meals, maybe not steaks, but oatmeal cakes, home-cooked preserves, milk, eggs, hot rolls and grits. Next year, maybe some will go to the White House and see—though not sleep with—the President.

The Bicentennial is the biggest fillip to American history teaching for years. Not only schools, but everyone in the United States is doing their bit: every evening on television a famous personality spends a minute describing what happened 200 years ago that day—there are Bicentennial posters, Bicentennial films and exhibitions, Bicentennial offers in shops and Bicentennial conferences and civic programmes. At a national level, the year's celebrations are coordinated by the American Revolution Bicentennial Administration. In schools many of the ideas have been suggested by the National Education Association, America's largest teachers' union.

The Reader's Digest Foundation are sponsoring an essay competition to show the relevance of past history to future peace. Subjects include "The interdependence of all peoples", and "The principles of the American Revolution as guidelines for human relationships". The NEA are running art, craft, photographic and sculpture competitions, organizing cultural and ethnic celebrations, establishing a Peace Trophy and using satellite demonstrations to show teachers how to use technology in educating a global community.

In schools, all kinds of projects are recommended: choral readings of selected great speeches; press conferences interviewing Jefferson, Washington and other historic figures; re-enacting the debate on the American constitution; singing songs from the revolutionary wars; planning past presidential campaigns; constructing model colonial homes and researching local history and monuments.

Above all, children are being urged to take pride in their ethnic heritage. "All Americans are immigrants—even the ancestors of the Indian first crossed the Bering Straits", a pamphlet published by the NEA says. It goes on to suggest a study of the immigration wave with special emphasis on [illegible] minorities—Jews, Blacks, Cubans, Mexicans, etc. "What minority groups are in your local area?", the pamphlet asks. "Explore some of their contributions to the community in which you live." The message is a crusading one at a time of increased racial conflict and bussing.

Everything will come to a climax on July 4, when schools will provide the steak and cakes that Tennessee children are so looking forward to. And by the middle of next year the country will be in the middle of an extraordinary season of films, concerts, dance and ethnic exhibitions. Every town will have its own local history museum; the street decorations will recall the struggle 200 years ago; resolutions in Congress will honour the founding fathers. For the British there will be special memories: the old enemy will be welcomed back and much will be made of the two countries' close past. The British, too, are remembering the Bicentennial. Perhaps the most touching message is in current British Airways advertisement: "Come Home, America. All is forgiven."

Maps and guide-lines for the new explorers

J. R. Avery, headmaster, Bristol Grammar School, charts the accelerating progress of American studies in Britain

"There was very little in my excellent grammar school education to rip apart a tough parchwork of preconceptions, for in British schools in my day American history stopped abruptly with the outbreak of the Revolutionary War, on the principle that if they did not need us, we did not need them."

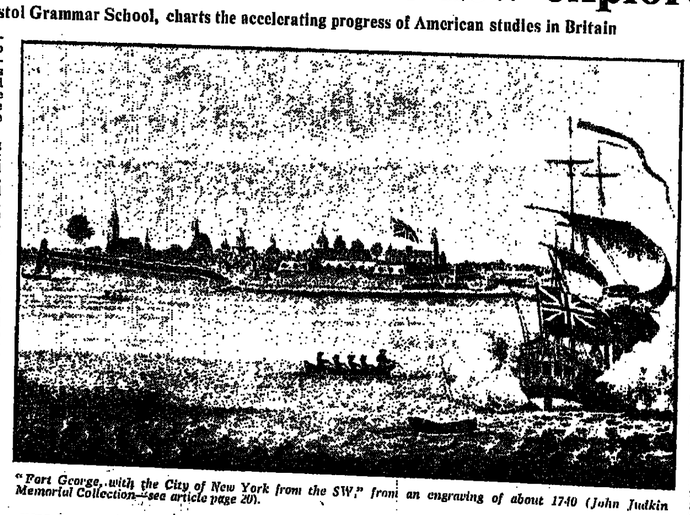
Alistair Cook has played a leading and popular role in throwing out much of the prejudice-crammed mental baggage which the Englishman carries on his exploration, real or imaginary, of the United States. Many others have done their share in ripping up the fabric of mistaken assumptions, so that in American studies, as in Green Pastures, "things nailed down are fast coming loose".

Much credit should go to the British Association for American Studies, the universities, polytechnics, colleges of education, United States Information Service, the BBC, museums and many other agencies all aiming at equipping and encouraging the teacher in the classroom.

A picture of the extent and nature of American studies or subjects in our schools and colleges was drawn by J. M. Potter, reader at the London School of Economics, in 1963. His survey revealing how much ground was to be won was followed by a gallop poll survey in 1968. This year the BAAS will be conducting another fact finding inquiry.

Clearly some considerable progress has been made in the last 10 years. The BAAS special courses for teachers in schools and colleges of education held at the Universities of Sussex and Durham reflected the encouraging expansion of American subjects particularly at teacher-training level. The next special course will be held at the university of Birmingham, April 4-7, organized by Dr Richard Simmons, of the history department, offering a wide range of seminars on political, economic, historical, geographical, literary, musical and other themes. There will also be a session on teaching aids and simulation games taken by Rex Walford.

Teachers who come to these courses have to work hard, prepare written contributions and certainly do their homework, in return for which they enjoy meeting colleagues of similar interests and being taught by university academic staff. These conferences are open to non-members of BAAS and applications are welcomed. No one seriously involved in teaching at any level can afford to ignore the many advantages offered by BAAS, whose secretary is Dr Ann Gossman, department of history, The Queen's University, Belfast.



"Fort George, with the City of New York from the SW," from an engraving of about 1740 (John Judkin Memorial Collection—see article page 20).

USIS has played a powerful and helpful role in the explosion of American subjects, not least in the personalities and qualities of cultural attachés of distinction, such as Professors Cleanth Brooks, Edward D. Myers, Robin Winks, Wayne Wilcox, whose death with his family in the Paris air crash we still mourn, and Charles Ritcheson. Among their many activities the most recent includes the fostering of conferences and the formation of local or regional groups of interested Americanists in all sectors of education. Local initiative is also one of the most healthy signs of the vitality of BAAS, shown in the development of local chapters of the National Association, in the west Midlands for example.

Another powerful stimulus to the promotion of American subjects has come most recently from the Department of Education and Science. The Anglo-American history teachers' conferences held at California Institute of Technology in the summer of 1973, and at the University of York in 1974, revealed the vast amount of work to be done in helping teachers and educational administrators of both countries to define their aims and improve their techniques by sharing information and exchanging ideas about curricula, materials and equipment.

The increasingly sympathetic involvement of the HMIs in this field, as part of their long term programme of international cooperation, is most encouraging. They can bring their knowledge and experience of many different types of schools to focus on American subjects, recognizing and criticizing abberations where necessary, but also helping teachers and students to an effective study of the United States.

An important residential course on the United States in the contemporary curriculum, course number N654, has been organized for teachers in all kinds of secondary schools and for lecturers in further and higher education at St Catherine's College, Oxford, from August 30 to September 4, 1976. The director, Mr R. C. Williams, HMI, will be emphasizing content rather than method, each of the four full days dealing with a central theme. Teachers interested are invited to obtain further details and application forms from the DES, closing date March 31.

Among the many results of the recent Anglo-American conferences is the development at primary and secondary level of emigration studies. These have begun promisingly, though not without initial difficulties, in North Wales (secretary D. B. Jones, HMI) and in Cornwall (W. Stewart, HMI) where individual schools have linked with American schools and collected material on members of emigrant families from their areas. One day conferences for interested teachers are being held in Bangor Normal College and Fawcy teachers' centre in February.

Across the Atlantic great enthusiasm and goodwill in sponsoring these projects have been shown by Mr Matthew Downey, department of history, University of Colorado, Boulder, Colorado 60,302. Already some fascinating material from migrant families has been revealed.

Barry boys' school has produced a booklet on the subject of these families and is beginning to examine their fortunes in North America.

The linking of schools in transatlantic study projects is part of the promising plan undertaken by the Associated Examining Board; described in another article here, in launching their American studies O/A level paper for the 16-plus student. Where AEB is giving a lead, other examining boards will wish to follow. For the academic flyers it is pleasing to see the increasing opportunity for questions on American topics in Open scholarship papers.

One of the growth areas is undoubtedly the sixth form in general studies classes, or GCE examination classes in individual or combined subjects. St Aloysius sixth-form College and Exeter College, for example, have embarked on some interesting experiments in integrated American studies courses. Many own school American history is taught to fourth and fifth year pupils as part of world affairs studies for O level, and to sixth forms for A and S levels.

A staple textbook for the pre-O level student is still C. P. Hill's *History of the USA* (published by Arnold) and for the sixth form Christine Bolt's *History* (Macmillan) with its good bibliographies. For general studies sets a wide range of books is used to illustrate different aspects of the United States, together with slides, film tapes and records.

BBC TV and ITV and radio provide invaluable assistance on occasions and will be of great help in the bicentennial year. Authors used in illustrating general studies topics include Hofstadter, Steinbeck, Sinclair, Hargreaves, Baldwin, Cleaver, Mitford, Gore Vidal, Updike, Roth, Bellow, Mailer, Capote, Alsopp, Heller, and O'Neill.

There is clearly no danger of Americans monopolising the curriculum in our schools. We can already see some stimulating opportunities in comparative studies in Anglo-American history and in the development of Canadian studies. The claim to attention requested by European and world themes are strong, though a form of reconciliation is provided by the School of Oriental and African Studies' excellent syllabus for world history and their accompanying books.

American studies in our schools touch on issues of the greatest concern like democracy in politics, theory and practice, war and peace, race relations, the situation and feelings of the adolescent. They are not notably highbrow and they have strong links with mass culture in film, television, entertainment, and humour. They can be thoroughly enjoyed and profitably studied with no loss of academic standards at all levels, ages and abilities from the first year in secondary school to the scholarship sixth. Let us hope that the bicentennial year will see another step forward in the exploration and expansion of American themes.

O level syllabus for 1977

By H. G. Earnshaw, senior assistant secretary, the Associated Examining Board

The Associated Examining Board plan to introduce a syllabus in American studies at O (alternative) level with the first examination in June, 1977.

The first question to ask about a new syllabus is "Why?" The answer is that what happens in America affects us, while we have some influence in the United States. If Chrysler run into difficulties they curtail their operations in Britain; our television programmes include many American imports; plays and productions from this country are presented on Broadway; America is an important market for our exports in woollens, whisky and china, among other goods; we have important joint commitments in defence and consult about foreign policy. A grasp of American affairs is essential for a full understanding of events and developments in our own country.

For this reason it is intended that the emphasis of the syllabus will be on America today, and we hope that teachers will deal with topical events, such as the financial difficulties of New York, within a syllabus which is designed to accommodate matters of current interest. Some background knowledge of the past is, of course, necessary to understand what is happening today.

The position of black Americans and minority groups within the United States must be seen in relation to their past experience; the Presidents relations with Congress are affected not only by recent events like Watergate but are rooted in the American constitution. Nevertheless, the syllabus comes right up to the present day and assimilates relevant historical events to the present, rather than treating 1976 as an afterthought.

The syllabus is pitched at O (alternative) level, because the working-party which prepared it thought that a background of history, economics, geography, sociology or literature would be useful to students. In the sixth form they could apply some of the knowledge they already had—by no means all of it obtained in the classroom—to a country and a people in which most of the students already had an interest.

In many of their activities they look for a lead from America and find America stimulating—we hope that one result of this syllabus will be that young people will be more discriminating about American influences in the media and popular culture as well as more knowledgeable about American institutions. The new sixth-formers are not provided with the same choice of syllabuses as fifth-formers and the academic sixth; they do not wish to repeat fifth-form work either, so a new subject of inherent appeal to them was considered to be a valuable extension of the courses available to them.

In addition to the new sixth-former, many students in further education may find the subject complementary to their more vocational courses in business studies or politics or economics or law, while mature students may take the course simply because it is interesting.

The board have been fortunate in securing a grant from the Bicentennial Partnership Project in Washington, DC, a fund set up to encourage projects which would strengthen relationships between the United States and other countries. This grant is to be used principally in helping schools and colleges entering candidates for the examination. The board are compiling a list of teaching-materials and their sources. It is hoped to provide a permanent display of teaching-materials which teachers can visit, and also to send round the country to a number of centrally-situated schools and colleges a smaller collection for reference by teachers.

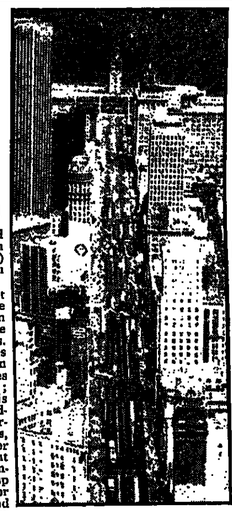
A number of specialists in different regions will be appointed to inform and advise teachers. In particular, they will be able to give advice about the special topic for study that each school can choose for itself. This will be assessed within the school by whatever means are most appropriate to the content, subject to moderation by the regional advisers.

Where schools would find a link with an American school or college helpful in locating and providing teaching material the board are planning to provide these links. For instance, if a school in Dagenham wishes to study Ford's as an example of a multi-national company, we shall find a school in Detroit to pair with it. A college in Liverpool wishing to study the education system in a large American city might be paired with a community college in Boston, while a school in East Anglia might find a link with Kansas helpful in a study of some aspects of farming. There is already evidence of considerable interest in American schools in such a scheme. This pairing is not compulsory. A teacher who wishes to study some aspects of American literature may prefer to depend on material already available in this country. However, many schools regard the links as attractive and useful.

Part of the grant has been set aside to provide some help for schools in obtaining books and other teaching materials during the initial phase of the examination. This sum will be divided out according to the number of entries received during the first two years of the examination in 1977 and 1978. After that it is hoped that the syllabus will have established itself as a worthwhile addition to the curriculum and that it will maintain itself.

The approach to the syllabus is inter-disciplinary. The working party thought that separate components of history, literature and geography were less desirable than a treatment which showed the interaction of geography and economics, history and politics, sociology and culture. In the section on the American city, a novel and a play on urban life, they had been included as an option, but it is hoped that students will read novels and biographies, see films, plays, television programmes, listen to the radio and read newspapers and periodicals such as *Time* and *Newsweek*, as a background to the syllabus. These would not only increase their knowledge and extend their understanding but would encourage them to evaluate what they read, saw and heard against a background of knowledge of America.

Preliminary response shown at regional meetings of teachers has been as lively as we had hoped, with helpful comments about the syllabus and specimen examination papers; more schools have attended these meetings than was anticipated and the response was greater than to the syllabus in European studies which the board recently introduced. Anyone requiring further information should write to me at the board's offices.



The emphasis of the syllabus will be on America today.

A natural area of growth

Aspects of training college work. By Lloyd Hughes, lecturer in history, department of American studies, Bishop Grosseteste College, Lincoln.

Anyone interested in American studies at colleges of education in England and Wales could be forgiven for believing that there is a regional bias. Of the seven colleges offering the subject not one is to be found in Southern England or in Wales. The colleges are: Bingley, Coventry, Derby (Bishop Lonsdale); Didsbury; Lincoln (Bishop Grosseteste); Liverpool (St. Katherine's); and Sunderland.

The growth of courses like American studies can be seen as part of the general move to develop integrated, interdisciplinary, and combined approaches to learning. Study of the United States by British students was a natural area of growth. It did not require expertise in a foreign language, it was a vital element in international politics, its literature contained works of major importance, it provided some of the best examples and most advanced models for both geographer and sociologist, and the influence of its mass culture was almost world wide. American studies gave prospective primary school teachers experience in a variety of skills and techniques as well as serving the desirable function of a main course—it "educated" the student. Many schools were urging their staffs to cross subject boundaries, American studies afforded an excellent method. An opportunity for students to do so, even at degree level.

Although called American studies all seven colleges concentrate on the United States. Similarly the curricula of all contain the common elements of history and literature. Geography, politics, sociology, art, music, education and science serve as additional elements in some colleges, their roles varying from equality with history and literature to the relative unimportance of background or illustration. The existence of these component parts of an American studies course reflects the essential dilemma of those involved in teaching in an area that is loosely defined, if at all. There is no specific discipline of American studies, it must of necessity be a combination or coalescence of generally recognized disciplines around a central theme of America. The starting point for both staff and students must be an interest in the United States.

The rapidity of change within colleges make definitive statements on the bulk of the curriculum, the qualifications obtainable, and the content and even the location of courses, difficult. Most colleges have a certain common elements in their courses. The frontier of the west is fairly general, presumably on the basis of its attractiveness to both student and pupil. Minorities and the twentieth-century experience of the United States are also popular. Some colleges allow students to specialize in a particular discipline during part of their course, others attempt a fully integrated approach to the study of selected American topics or patches. Those departments with the regular services of a geographer study the city in the United States, some other departments use their geographer to paint a backdrop against which history and literature are illuminated.

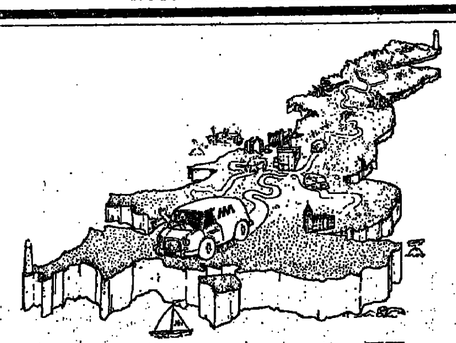
There is no set organization of American studies in colleges. In some, like St Katherine's, there is a department with permanent staff, while in other colleges, like Bishop Lonsdale, there is no set department but a group of tutors from other departments who make periodic contributions, of varying size, to the American studies course. There are benefits and drawbacks to both systems. The non-department structure can offer more variety in course content but can make long-term planning more difficult because of conflicting demands upon contributing tutors. The full department probably means that the components of the course are tied to the particular expertise of the full-time members, but within those restrictions flexibility of time tabling is greater and planning much easier.

Five of the colleges have exchange programmes for their students. Coventry with Eastern Michigan University, Derby with Keene College of New Hampshire, Didsbury with State University of New York, Buffalo; Lincoln with the state colleges of New Jersey, and St Katherine's with Wittenberg University, Ohio. Tutors at Bingley and Sunderland are exploring the possibilities and it is anticipated that they too will be able to offer this facility to their American studies students.

Details of structure and curricula of American studies courses at colleges can be illustrated by example. The department at Lincoln (Bishop Grosseteste) consists of specialists in geography, history and literature with minor contributions being made in education and politics. There are two courses to be followed for certificate. The foundation element of the first course is concerned with the students acquiring and developing the skills and techniques of the three major and equal disciplines. This course then proceeds under the title of "Crisis and a People of Plenty", during which certain key issues are examined and literary texts studied. The Civil War, the location of industry, the works of Twain and Whitman, and the New Deal are examples of the studies made during the course. The second course is equally divided between the topics of urbanization and the rural response, and America—home and abroad. Under these heads tutors sometimes combine to explore themes like the immigrant and the city, or the black experience since the Civil War. Not only is there scope for combination but also for discrete studies like forms and functions of the city, American foreign policy, and the works of selected realist authors. The four-year "old style" BEd course consists of the certificate plus a choice of two topics from a list of several, including the frontier and a selected twentieth-century period.

Like all colleges, Lincoln is in the process of change and new degrees and courses are being developed. American studies may be taken as a subject for teachers' certificate, "old-style" BEd, three-year "new" BEd, four-year "new" honours BEd, and possibly as elements in a DipHE and B Combined Studies.

The changes that are taking place in colleges are likely to result in a greater opportunity for students to take American studies. As yet there are few specific qualifications needed for those wishing to take these courses other than the general requirements of the individual colleges. The main qualities sought are a keen interest in the United States and a desire to cross disciplinary boundaries in search of knowledge and understanding.



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Two museums

Claverton Manor and the John Judkyn Memorial

Despite our aspiration to an egalitarian educational system connoisseurship of fine furniture and other decorative arts is regrettably seen as an elitist activity. Indeed, the word "connoisseur" is well nigh obsolete, the fashion for collecting antiques so often arises from a materialistic preoccupation rather than an aesthetic and scholarly one.

The American Museum in Britain at Claverton Manor, Bath, was opened in 1961 by two cognoscenti of the American decorative arts. This is not to say that American history may not be read into the collections at Claverton. Further down the beautiful Limpley Stoke valley lies the village of Freshford. Here at the manor is the headquarters of the John Judkyn Memorial named in memory of the late co-founder of the American Museum. The memorial was established in 1964 to meet the demand for information on the history and culture of America from schools (visual aids) and museums (exhibitions).

The kits for schools consist of a glass fronted box containing a group of genuine objects that have been selected to describe a particular theme. Teachers' notes are provided in such a way that they can be ignored if considered inappropriate for a particular project or age group. Among the subjects available are the following: Hawaii, Jamestown, eighteenth-century New England, the Pennsylvania Germans, the Shakers, nineteenth-century lighting, the American Indian by (regions), the Eskimo, the War of Independence, slavery, the Civil War, the opening of the west. Demand for the last six of these exceeds supply. Apparently some schools would not look at the North American continent at all [illegible] it not for the American [illegible]. While acknowledging the [illegible] of this subject, it is a pity [illegible] the opportunity provided by [illegible] exhibits does not always [illegible] also an interest in alternative [illegible] eas of study. The kit on nineteenth-century lighting devices may have a dry title but behind it the discerning teacher will see lurking the whaling industry of New England and Moby Dick.

A carved wood sternboard of the American Eagle from the author's collection at Freshford Manor.

Kits are sent to schools all over the United Kingdom and it is estimated that they are seen by 23,000 children a year. Schools requiring further information should write to the John Judkyn Memorial, Freshford Manor, Bath (enclosing, in these days of ever-rising postal charges, a stamped addressed sticker—not an envelope).

The Bicentennial of the American Declaration of Independence will, no doubt, be celebrated or commemorated (according to your point of view) in many ways during the course of 1976. The now well-worn but once powerful cries of historic American freedom fighters—"Unite or Die" and "Give me Liberty or give me Death"—will be invoked again as will the words of the Declaration of Independence itself.

In the United States "Life, Liberty and the Pursuit of Happiness" may describe an ideal but it means little in Europe unless one has a picture of the quality of the life, the extent of its liberty and the degree of happiness that these and other factors have conferred on Americans in the past 200 years. This type of information is perhaps best transmitted through exhibitions.

During the course of the year a number of exhibitions on various aspects of the American way of life from Colonial to post-Colonial times will be touring Britain. Many organized for the Bicentennial come from the John Judkyn Memorial, a number of whose exhibitions have toured the United States and Europe. This year, for example, an exhibition of sixteenth-century copperplate engravings of the early voyages to the Americas by Theodore de Bry will be seen as far afield as Athens and Reykjavik, Rome and Helsinki.

Nearer home the memorial is touring an exhibition on the theme "Presidential Elections". It contains an indescribably diverse series of objects: toby jugs in the shape of presidents, bars of soap for Goldwater, collecting tins for McGovern ("Small change for big changes"), printed textiles (i.e Harrison's hard cider and log cabin image), mechanical money boxes, the elephant of the Republicans, the donkey of the Democrats, portraits, lithographs, photographs, drawings, cartoons, posters, banners, buttons and no less than three campaign torches from the torchlight parades so popular in the late nineteenth century. In order to make this diverse fare more easily digestible the exhibition is divided into the following themes: the Founding Fathers, the era of the common man, Lincoln, factory and city, normalcy, the New Deal, the recent past, women in politics, third party movements, the vice-presidency, torchlight parades and campaign buttons.

Other exhibitions include printed maps of America 1530 to 1970, slavery, American coverlets, the American Indian, photographs by Eadweard Muybridge, early views of New York. Many deal with an art or a craft of the country and reflect the agrarian charm that was America before the Civil War, for example, early American stone sculpture.

All these activities are organized by just three people beavering away in the otherwise quiet surroundings of the village of Freshford. Arrangements to borrow kits or exhibitions may be made in writing and details established over the telephone but for those who can reach the manor in person, the opportunity should not be missed to visit this charming Queen Anne house with its superb furniture and remarkable collection of English folk art. The house is not open to the general public.

James Ayres, Director, John Judkyn Memorial

Portrait of Christopher Columbus by Theodora de Bry. The John Judkyn Memorial exhibition of "de Bry and John White" is at present touring Western Europa.

Portrait from "Poems on Various Subjects, Religious and Moral by Phillis Wheatley, Negro Servant to Mr John Wheatley of Boston in New England" 1773. From "The Negro as a Slave in America" exhibition (John Judkyn Memorial).

The 1776 Exhibition

SPONSORED BY THE TIMES AND THE SUNDAY TIMES

The 1776 Exhibition is an outstanding British contribution to the American Bicentenary celebrations. A mammoth exhibition sponsored by the Times and the Sunday Times on the scale of their Tutankhamun and the Chinese Exhibitions, 1776 will portray Britain's war with America and the eventual birth of a great nation, with reconstructions, models, audio-visual techniques, music, weapons, paintings and personal effects illustrating the story of this most turbulent period in Anglo-American History.

The 1776 Exhibition is being staged at the National Maritime Museum, Greenwich, [illegible] April to 2nd October 1976. [illegible] school parties can be [illegible]

PRE-BOOK YOUR SCHOOL VISIT HERE

BOOKING FORM

(Would you please read the notes before applying and type or use block letters throughout.)

Name

Name and address of school

Tel

1st Choice 2nd Choice

Date of booking Monday

Time of booking

Number of places Pupils

Teachers

Date of application Signature

NOTES

1. Places may be booked for anyone hour of 45m hour period commencing at 10.00 a.m. and finishing at 2.30 p.m. (last admission 3.00 p.m.) on Monday April 26th to July 12th and September 13th to 27th 1976, all dates inclusive. Thus you should specify, say, 10.00 a.m. on 26th April (or whatever your preferred dates and alternatives are).
2. School parties at 45p per pupil irrespective of the child's age. Teachers and others in charge of parties will also be charged 45p in the case of one teacher to every full 30. Free this ratio teachers and other adults pay 85p. These prices include VAT. In all cases necessary to pay in advance. The total sum due on application should be held by one person and paid in cash at the time of the visit.
3. Please return forms to the address below enclosing a stamped addressed envelope. All applications for bookings will be dealt with on first come, first served basis. Whenever this is not possible to accept telephone bookings.
4. Address to reply to: The Booking Office, The 1776 Exhibition, 200 Grays Inn Road, London WC1.

Advice and resources

The Cultural Affairs Office at the American Embassy is under the direction of the cultural attaché, who traditionally is an outstanding American academic seconded to London. The office devotes a good part of its efforts to encouraging and supporting American studies in the United Kingdom, from secondary school upwards.

It is a reference point for inquiries from all over Britain, guiding people towards sources of materials, arranging for visiting American speakers, offering the services of its specialist reference library.

The office sees its job as a wide one, attempting to give exposure to the best in American thinking and creativity. Every year it arranges academic and current affairs conferences and seminars in cooperation with the American studies departments of universities, polytechnics and varied cultural and political groups, providing an opportunity for the exchange of ideas between British American studies specialists and visiting American academics, political figures and leaders in the arts. One-day conferences for teachers and sixth-formers on American themes are held throughout the school year. Exhibitions are often on view at the Embassy or on tour around the country.

The British Association for American Studies, founded in 1955 to promote the study of the United States, welcomes applications from people with a scholarly or professional interest in the country's history, society, government and policies, economics, geography, art, literature and thought. Its *Newsletter* is published twice yearly and the *Journal of American Studies* three times a year; it holds an annual conference. The chairman until 1977 is Professor Harry Allen of the University of East Anglia; the secretary is Mr A. H. Graham of Belfast and the *Newsletter* is edited by Mr Mark Leaf of Durham.

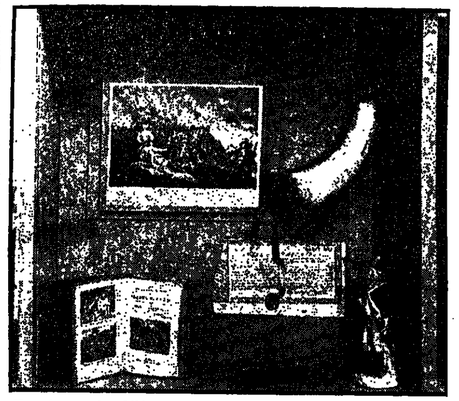
An important influence in the development of American studies in schools is the Bicentennial Partnership Project (see page 19).

The concern of the DES history inspectorate is reflected in their plans for a conference in the spring of 1976 entitled "America in the curriculum".

The US/UK Educational Commission (26 Dover Street, W1, 01-629 2139 Mr John Herrington, Director) administers the Fulbright-Hays Programme sponsoring travel and study in the United States by British lecturers and postgraduate students. Under the same roof is the student advisor (Miss Margaret MacDonald, 01-499 5088) who answers inquiries about study and research possibilities in America.

Two useful resources are the directory of senior American academics in the United Kingdom, published about November each year by the Cultural Affairs Office; and *American studies in Britain, areas of teaching and research* published occasionally (most recently 1975) by the Institute of United States Studies of the University of London (see also page 24). Leaflets are available on such things as British sources of American books and periodicals and, for the bicentenary, there is a catalogue of background information and materials available in the United Kingdom.

Two museums (continued)



Two forms of exhibit from the John Judkin Memorial, described on opposite page; one of the kits circulated to schools and, below, a display of American coverlets from an exhibition at the Victoria and Albert Museum, London.

Schoolchildren from Ross on Wye in "Conkey's Tavern", a reconstruction in the American Museum in Britain, Claverton Manor, Bath, described below.

From early European exploration of the New World to the opening of the west, the American Museum in Britain presents a wide-ranging view of American history. Period rooms dating from 1690 to 1850 have been transported from places as far apart as New England and New Orleans. The American Indian and the Spanish Southwest, marine history and transportation, textiles and silver; these are just some of the many subjects represented in the collection.

The museum education department arranges visits for school and college groups, which come from many parts of the country. Day visits from London, the Midlands and South Wales are common, while many residential courses in the area include visits to the museum. Various teaching aids are available, including notes for teachers, the loan of slide sets, intra-mural and extra-mural lecture service, films as part of a visit, and a reference library.

The new education centre serves as a reception/work area for visiting groups, and has audio-visual equipment, a store for "Please Touch" material, a sales counter and temporary exhibition space.

For full details of the educational services, as well as information on special arrangements for the Bicentennial of American Independence in 1776, contact the education department, the American Museum, Claverton Manor, Bath (telephone 60503).

G. M. Candler, Director of Education, The American Museum in Britain.

Cowboys and Indians plus: disentangling fact from fiction

Barbara Currie, Rolle College, Exmouth, writes about American studies in primary and middle schools

There is no doubt which aspect of American Studies is most popular in primary and middle schools—the American West, and particularly, the American Indian. It is a subject on which most children have some ideas, however inaccurate, and one which appeals to many adults as well.

It has many possibilities for integrated project work. The study of American Indians and of frontiersmen involves (or should do) work on the land where they lived and the climate they adapted to. There are many good stories and legends, from Hiawatha to Paul Bunyan, as well as some good historical novels like Ruth Underhill's *Antelope Singer* and Laura Ingall Wilder's frontier series.

There are the interesting lives of groups like the Iroquois or the miners, and of individuals like Sequoia or Jedediah Smith, whose life was well portrayed in the recent BBC series *The Explorers*.

There is scope for dramatic work in the stories and events of everyday life such as a Buffalo Dance, or a barn-raising. There is a wealth of folk song material; as well as some more modern music like Copland's *Billy the Kid*.

Contemporary paintings and photographs, songs, artefacts and written accounts are fairly easy to obtain and many aspects can be understood by the 8-12-year-olds. Whipton Barton Middle School in Exeter spends a whole term on this subject with 11-12-year-olds.

So much of the popular presentation of the subject is inaccurate, or dwells only on the dramatic and violent episodes. But the Indian tribes present great opportunities for understanding the relation between their culture and the environment in which they lived. The variety of their culture is so interesting that it is a pity to lump it all together with totem poles in front of tipis and feathered warbonnets on the heads of Cherokees. Since most cowboys spent most of their lives working, it is a pity to show the typical cow-puncher as a gun-toting idler.

In fact, because the legends are so well known, it is a good topic for teaching children how to disentangle fact and fiction and, since fact is often as exciting as fiction, it does not spoil the fun.

One of the advantages of studying America is to introduce the children to a country which is foreign but which has a similar language. Many children have relatives in the United States and in Canada, which offers a ready-made topic for emigration. The children of Troedyrallt Primary School, Pwllheli, have photographed the houses and chapels of the emigrants from the area, found out some of the reasons for emigrating, studied the trials of people going to the New World, and the places they settled in when they arrived.

Roskeare Junior School, Redruth, having started to study emigration from the area, are hoping to establish contact with a school in Central City, Colorado, where many Cornish miners emigrated. There are several more schools in Wales and Cornwall engaged in similar work, helped in America by Professor Downey of the University of Colorado.

Emigration has local application in most places in Britain, although it is not always easy to study in areas where there is no easily identifiable large group of emigrants (like the Welsh and Cornish miners). It has the advantage of involving familiar places, and yet extending out to far countries. Most of the places associated with emigration are still to be seen and can also be studied in old prints and photographs, directories, local newspapers and archive material.

Letters from emigrants, whether in published collections or originals like letters in Carnarvon from a Corporal John Jones, a Welsh emigrant who served in a Wisconsin regiment in the Civil War, often give a chronicle of everyday life which is comprehensible and interesting to children. Some areas have prominent individual emigrants with traceable lives although not all places can produce a Pinkerton, Carnegie or Alistair Cooke.

This school of study could be of equal interest to children in America. The exchange of information with a corresponding group of children can be a useful study. By exchanging letters, tapes, photographs and written accounts of their school and neighbourhood, they can build up pictures of the two communities in which they live, which would be more immediate than a study based mainly on books and materials. News in late November that a Montreal school has just flooded its playground ready for ice-skating until March may give young children a greater understanding of the Canadian winter than theoretical studies of climate and temperature.

If schemes involving direct contact with schools, or using archives, seem too ambitious (or possibly too expensive) North America is still a good topic for work based mainly on books, pictures and tapes. It is too vast and varied a continent to study in general, but studies of particular features like the national parks (whose animal life and dramatic landscape will appeal to younger children) or of a river like the Mississippi, or of an area like New England, will narrow it down to something more manageable.

New England, along with the other former colonial areas, may be particularly attractive in this bicentennial year, and life in the colonies on the eve of the revolution, the people and events of the year, and the ideas on both sides will offer considerable scope. As the text-books in both countries demonstrate, however, there are dangers of over-simplification. A "then and now" exploration of the areas associated with the revolution might bring equal interest and more understanding.

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Arts resources at Exeter

By Michael Gidley, lecturer in American literature and associate director of the American Arts Documentation Centre, University of Exeter.

Exeter's version of an American studies course, which we call American arts and letters, has been developing within the English Department for a number of years. In 1970, in order to give it a definable public identity apart from the English Department, Dr Mike Weaver, who is now reader in American arts and letters, founded the American Arts Documentation Centre. The centre serves the immediate needs of the two year specialist course in American arts, including the study of literature, film, painting and photography, and of postgraduate research for MA and PhD degrees. Research is in progress on a variety of topics, and research resources, housed in the university library (and available to others on inter-library loan), are particularly good in American music, film, and underground press; also, the general American arts collection is quite strong, especially in the areas of black literature and contemporary poetry. A grant of $15,000 from the American Council of Learned Societies allows the purchase of audio-visual materials, such as recordings of American music (including thousands of blues tracks) and slides of American paintings.

To make these resources better known to people outside Exeter University a number of publications have been issued. David Knott's *The Literature of American Music* (1972), an annotated guide to the book collections, was so successful that it sold out within a year and will shortly be issued in greatly expanded form by the American company, the Scarecrow Press. Still available is June Cooling's *The American West: A Bibliography of Books in Exeter University Library* (1973).

The documentation centre, in its relations with teachers and other members of the public, has attempted to be of service in three main ways. First, by providing information by correspondence (not by telephone please; we teach full-time), especially concerning audio-visual materials for American studies; in this connexion my *Audio-Visual Materials for American Studies: A Guide to Sources of Information and Materials*—which was first produced (with Dorothy Goldman) in 1970—has been reissued, with a *Supplement* (1972), in several printings. Secondly, the centre mounts exhibitions. In the past these have included contemporary American photography and underground press publications, and at the moment a travelling one of photographs of North American Indians by Edward S. Curtis is available on a monthly basis. Thirdly, we have tried to publish pamphlet length bibliographical and similar aids which we think might be useful to both teachers and scholars, for instance *A Selected Bibliography of Black Literature* (1973) and *A Catalogue of American Paintings in British Public Collections* (1974).

Needless to add, perhaps, the centre is active in various other ways. We have done our best, with the help of British Film Institute grants, to encourage the study of film on a regional basis in the south west, especially the study of the American cinema. We have held conferences on American music; indeed in the Autumn of 1974, to celebrate the centenary of the birth of Charles Ives, the composer, a programme of public events was staged, an exhibition mounted, and we published a pamphlet by the American band composer, Jonathan Elkus, called *Charles Ives and the American Band Tradition*. It is unfortunate that 1976 coincides with financial hard times, a factor which will inevitably curtail our ability to fulfil all the demands which will be made of us, but we are intending to celebrate the bicentenary with, minimally, a symposium on Black music and cultural publications of a pamphlet on that most American of film directors, John Ford. For further information please write to me at the Centre, Queen's Building, University of Exeter.

The Historical Association

marks the bi-centenary of American independence by the publication of a special pamphlet by Professor Esmond Wright on

The War of American Independence

This will be available at the end of February and will be sent *free to all members.*

For further details of the Association's activities and a free list of publications, please fill in the coupon and send it to The Secretary, 59a Kennington Park Road, London, SE11 4JH.

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'Not like that here'

Consolation for sixth formers. Dr. Eric Homberger, lecturer in American literature, University of East Anglia, on the interdisciplinary approach to "the real world"

The business of interviewing bright sixth-form students becomes more and more conspiratorial. After a little sparring back and forth (Have you read any American books? Yes, I *adore* Steinbeck!), the penny drops. And what are your essays about for your A level English?

Even in "good" grammar schools the answer goes like this: we have been doing X's novel for the whole term, examining it chapter by chapter. I have written essays analysing, one at a time, the character and motivation of the centre characters. (Between the lines: I am bored silly.) Then begins the conspiratorial consolation: do not worry, it will not be like that here.

The business of reading literature at university—not all universities, but most of the "new" ones anyway—does not have a great deal to do with analysing character and motivation, or with the sausage-grinder pedagogy of spending a whole term on a single novel. As a belated Christmas present for the English masters of Britain, a copy of L. C. Knights' *How Many Child-ren Had Lady Macbeth?* or Knights, we have need of you in this hour!

Roughly speaking, A level English is a generation out of date. I am not thinking of those superbly monickered people like Derrida, Kristeva, Starobinski or Lacan, but plain old Hough or Kermode or even Raymond Williams or Davie. *Arti-culate Energy* and *Romantic Image* have been around for two decades and more, yet the "difference" between the business of reading modern poetry under the aegis of, say, *New Bearings in English Poetry*, and in the post-Kermodean dispen-sation, takes us to the roof of the present discontent.

Leavis is no Aunt Sally. His book only happens to be 40 years old. It is time for a decent retirement—not of the man, but of his first book, long superseded, but often reprinted. The way poetry is being read now is methodologically quite different—in some hands it is subject to a pro-found historicism, by others to semiotic, or structural analysis.

The changes in critical approach have many and complex foundations, but one of the most insistent is the reductivism of "close reading", where the poem is nothing more than its ironies, ambiguities, or whatever.

Many sixth-formers do not know what to do with a simple poem, but bang away with gusto at a hunk of Donne. Criticism of the novel, and drama, have experienced an even more subtle and revolutionary change. But time and time again the complaint in an interview: "We were told that imperialism did not matter when we were studying *Nostromo*."

There is a natural and growing constituency at university level for virtually anything which breaks away from the narrowness (in syl-labus and methodology) of A level English. American studies have been a major beneficiary, but also something of a burden.

It is ridiculous that there should be 14 applications for each place. But it is also highly suggestive of the intense discontent with the *status quo*. American literature has the appealing advantage of being modern. It is also a great deal more interesting, taken as a whole, than contemporary literature in England (angry letters to the University of East Anglia, Norwich, please).

More to the point, American literature has often been studied under the context of "American Studies". The mix of literature and other studies (history, political science, sociology) has been quite unusual in the way that it has not been expected or much encouraged in England.

What in practice this means can be extremely difficult to explain. The relations between literature and "society" can be studied in a straightforward thematic fashion (the image of Hollywood in the American novel), or in a cross-generic fashion (novel to movie, play to movie). Some of the most pressing questions come from the latent theoretical issues.

A reductive version of Marxism tells us about the determining relationship between superstructure (the cultural apparatus of society) and base (the chief modes of pro-duction, such as capitalism), but a reader of Great Expectations needs to grasp the concept of "false con-sciousness" to take us beyond the narrow moral fable of traditional study.

Consciousness and social change, reification, alienation—the *salon des refusés* of critical ac-tus which plays no role at all in bluff impressionism of conserv-ary critical procedure in s-. There are other vocabularies, cepts, other relationships.

What is the role of literature the immigrant communities? America, where immigrants been for over a century crucial the national experience, literature novels, plays, autobiographies one of the few areas of contact the dominant cultures in this sec-theatre buys who had success assimilated could explain how why (Jacob Riis, *The Making of American*); a generation later experience of losing one life and gaining another became rel-less triumphant and more pro-lematic.

Henry Roth's great novel *Call It Sleep* (1934) has never quite-pinged on the student of Ameri-can the way it should, but is-ing at it in the context of dilemmas of assimilation alien-its typicality but the reach of-imagination and the meanings, of one of the commonest, but submerged, social experiences.

The same story of displace-alienation, and the ambiguous-ces of making it in Ame-forms the substance of "fic-tion" novels like Roth's and-ham Cahan's *The Rise of D-Levinsky*; as well as Fitzger-*The Great Gatsby*, Dreiser's *American Dream*. These novels us something about the way American dream went bad in-early twentieth century.

There are different perspec-Hart Crane's "The Bride Faulkner's *The Sound and the-*—but then most realized nov-is not as verbal icons or "pic-but as expressions of, reflect-of, comments on, creations of-real world.

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Consciousness and social change,

The Scottish connexion

By Dr. Andrew Hook, adviser of studies, Faculty of Arts, University of Aberdeen.

As long ago as 1954 the *William and Mary College Quarterly*, a journal specializing in the colonial history of America, devoted an entire issue to America's Scottish connexion. The key contribution, so far as the future study of that connexion was concerned, was probably George Shepperson's bib-liographical essay, "Writings on Scottish-American History: A Brief Survey". Now, more than 20 years on, one has to report that the possibilities opened up by this and other contributions remain on the whole unrealized. Scottish his-torians by and large continue to look inward rather than outward to Scotland's position in a European or Atlantic context. On emigration, and Scotland's economic link with America, important work has been done; elsewhere, progress has been halting at best.

Does it matter? I believe it does, basically because Scotland's contribution to America in the colonial, revolutionary, and post-revolutionary periods, is of an order altogether different from that con-veyed by traditional accounts of the "Scots in America" type. Re-cently I was lucky enough to be invited to be the John H. Finley lecturer at Knox College in Gales-burg, Illinois. But I was also some-what embarrassed by the irony of the situation: John H. Finley, for many years editor of the *New York Times*, wrote a book called *The Coming of the Scot* (1940), a work strongly filiopietistic in nature.

If they are to have a future, Scottish-American studies must not be seen as simply providing the Scots with an opportunity to indulge in self-congratulation. Nor should such studies be concerned with irrelevant questions about the number of American presidents or generals who may lay claim to Scottish blood. Compared with these kinds of approach, America's Scottish links offer material for scholarly inquiry of an altogether more substantial nature.

The truth of the matter is that the Scottish-American connexion in all its aspects—social, economic, religious, intellectual and cultural—remains a vastly exciting and fruitful area for research and investigation. For once the cliché about a "strangely neglected topic" actually matches the situa-tion.

An immense amount remains to be done, both in the way of follow-ing up existing lines of research and in developing new ones. Ian Charles Cargill Graham's book, *Colonists from Scotland: Emigra-tion to North America, 1707-1783* (1956), offers a valuable starting-point; Douglas Sloan's *The Scot-tish Enlightenment and the Ameri-can College Ideal* (1971) is a good example of a specialized study of a single area; and my own *Scot-land and America: A Study of Cultural Relations* surveys the period 1750-1835.

Although they are all little more than pioneering studies on the Scottish-American frontier, these works at least help to suggest the kinds of area in which the Scots really matter in America's history. Today, despite the fact that at least in Houston, Texas, Scotland means Aberdeen and oil, Scotland for most Americans still means, if anything at all, Scotch whisky and the kilt. Two hundred years ago the situa-tion was rather different. At the time when the new nation was com-ing into being, when the pattern of its intellectual and cultural life was being formed, Scotland and the Scots counted in America, and counted highly significant ways.

Why they counted was largely a consequence of geography. Look at a map of the Atlantic and you will see that the west of Scotland is noticeably closer to the eastern sea-board of America than any other part of the United Kingdom. This is why, in the colonial period, Glas-gow came to outdistance the Eng-lish ports in the American trade, the profitable tobacco trade in par-ticular.

Scottish mercantile success opened a door to America through which Scottish influence of every kind could enter. And the Americans, the structure of whose consciousness seems to have had many points of the early nineteenth century the Yankees of New England were fre-quently described as the Scots of America), proved to be peculiarly receptive to Scots influence. Ame-rican education, American philoso-phy, American science and medicine, American religion and American cultural and literary life were soon being affected by Scottish theory and practice.

Admittedly the revolution brought an end to Scotland's trade with America, and for a time in the revo-lutionary period the Scots, for a variety of social, economic and poli-tical reasons, were probably the most unpopular national group in the colonies. Nonetheless, in the post-revolutionary period, Scottish influence on America continued to grow. Almost every aspect of the Scottish Enlightenment made its mark beyond the Atlantic. A steady flow of American students arrived at the Scottish universities, with Edinburgh's medical school proving the biggest attraction.

By the opening of the nineteenth century Americans had come to recognize in Edinburgh a centre of learning and enlightenment. Scottish literary romanticism also captivated America's lite-sensibilities that Scotland acquired a new identity for Am-cans as a quintessential land of romance.

As the nineteenth century ad-on Scotland's own intellectual and cultural vitality declined, but in-ca America was concerned, Scot-influence clearly remained un-until towards mid-century. W-happened after 1840 or 1850 is impossible to say, because no-has attempted to find out. But-perhaps, students and scholars-try to discover the answer to-and many other unresolved qu-tions, in the challenging field of Scottish-American studies.

A Scottish Universities American bicentennial conference, though-be the only one of its kind marking the bicentenary in the British Is-will take place from June 28 to-at the Pollock Halls, Edinburgh, supported by the eight Scottish u-versities.

A variety of topics concerning with the American Revolution to be discussed—archives, economic immigration during the period, ide-logy—stressing the Scottish angle-well as English and Irish involve-ment, and there will be speakers from Europe and America as well as Scotland. Major papers are to be presented by Dr Conor Cruise O'Brien, Dr C. Duncan Rice, Dr. Andrew Hook and Dr Ian Adams.

The conference will be residen-tial and will cost about £21 a head

Seeing for themselves: school visit and exchange schemes

1. The role of the Central Bureau

By Mary Turnbull

The Central Bureau for Educational Visits and Exchanges is proud of its role in organizing pupil exchanges between British and United States schools. Since 1972, nearly 1,000 children from this country have spent four weeks in America under the United Kingdom/United States School Exchange Scheme. Almost as many American children have come here.

The United Kingdom/United States School Exchange Scheme is one of three programmes administered by the Central Bureau—the others are for teachers and for educational administrators. But, as an educational investment, perhaps pupil exchange has the most potential. The scheme grew out of a conference held at the United States Embassy in London at the end of the 1960s, when education authorities and representatives of major exchange and travel organizations agreed to set up a standing committee for British-American educational exchanges at other than university level. It is now run by the Central Bureau, in conjunction with the Council on International Educational Exchange in New York.

In the first instance, interested schools and authorities approach the Central Bureau, which pairs them with appropriate partners in the United States. Because there is no language problem, letters exchanged between teachers, pupils and even parents can quickly establish a lasting rapport. Tapes and photographs are often sent as well, sometimes covering school project work. The link can involve local industries and organizations such as Rotary.

Unfortunately no financial support is available for United Kingdom/United States pupil exchange schemes, and participants have to pay their own air fares unless they can obtain a local authority grant. This means that scores of British schools, colleges and youth groups which seek Central Bureau help have had to be content with postal contact and shared experience, rather than personal visits and exchanges. The lucky ones have been the 88 groups from 59 different schools and authorities.

In 1975, each person on the four-week trip paid about £160; in 1976 it will cost between £168 and £188, depending on where the link school is. School or local authority parties usually go in multiples of 10 pupils (aged between 15 and 18) to one school, who travels free. The programme is an entirely school-based experience. The British children visit the United States before the start of the summer term when their home school is on holiday and the receiving school is in session. The American children come to Britain in late June, when their schools have broken up, but when ours are still at work.

A great deal of preparation and planning is required. The Central Bureau organizes briefings for pupils, parents and teachers. These cover family, community and social life in America, as well as aspects of school life. The bureau also looks after the technicalities—such as getting visas and adequate travel and liability insurance.

Each year's contingent travels as a single party, flying on group charters either to New York or Toronto. They have one day of intensive sightseeing. Those who arrive in New York stay in mid-town Manhattan and visit places such as the Statue of Liberty and the United Nations Building. Those in Toronto have a day trip to Niagara Falls. They then split up and travel either by air or bus, to their separate destinations. Cost usually dictates that their link is in the eastern United States, but some have travelled as far into the Mid-west as Des Moines, Iowa and Flat River, Missouri. West Coast visits have been in increasing demand and in 1977 the Central Bureau hopes to arrange a charter into Los Angeles.

The pupils stay with the families of children in the partner school. They meet their British classmates every day, but out of school their time is spent in a totally American environment. From the reports they write it is obvious they quickly adapt in a new way of life and to a different and diverse culture.

"Public interest lies very much in going from place to place by car and distance seems no barrier" wrote a 16-year-old who visited Missouri last Easter, adding respectfully: "They would think nothing of going to St Louis to see a movie—some 70 miles." Another wrote: "Florida! The name alone conjures up images of sunshine, palm trees and beaches, so it came as a very pleasant surprise to be told that my hosts were taking me there over Easter." Her hosts lived nearly 1,000 miles away, in North Carolina.

Exchange is a two-way process, and of course the hosts are equally interested in their visitors. Some pupils attend formal social functions, which for many are in them-selves a new experience. Almost all are expected to give short talks in class, while some address school or town gatherings of several hundred people.

In late June the American pupils come to Britain. Their first week is spent sightseeing either in Lon-don or Edinburgh and the following three weeks staying with British families and attending school in this country.

The educational value and bene-fits of the programme are far-reaching. In late 1974 many of the teachers who had recently returned with their groups attended a semi-nar organized by The Central Bureau. On the curricular side, the teachers reported that their own subject—geography, history, Eng-lish, physical education, art or commerce—had been made more meaningful and that pupil enthu-siasm was significantly greater. On the social side, both parents and teachers had noticed how the British children had matured and increased in confidence, awareness and understanding.

Long-term benefits were also apparent. Established links have been maintained. There are plans for independent visits between families, and in a number of cases the school link has led to exchange of orchestras, bands and even football teams. Perhaps the success of the scheme can be summed up in the words of Alan Calderwood, director of education of Dillingham: "Our experience has shown that these exchanges have not only produced international good will and understanding at a very high level, but have succeeded in broadening the horizons of children and teachers alike. They represent a unique opportunity to sample a different society, a different philosophy and a different life style."

2. English-Speaking Union scholarships

By Lillian Moore, ESU director of education

On January 6 a group of 50 boys and girls will leave Heathrow for the United States where they will study for two terms at American Independent Schools under the aus-pices of The English Speaking Union. They will be bridging the gap between school and university, and providing themselves with a useful foundation for future studies. The wider sweep of American edu-cation will allow them to follow their inclinations as to the subjects they study and give them a chance to examine aspects of American history and literature at source. Equally important will be the dif-ferent perspective they can give to classroom discussions.

The scheme has a long and dis-tinguished history, originating with a group of American headmasters who wanted to help with the edu-cation of boys whose fathers had been killed in the First World War. During the thirties, it became a reciprocal programme and British schools began to receive American boys into their sixth forms. A scheme for girls was introduced in the early fifties after much talk about the perils of exposing the then gentler sex to a transatlantic way of life.

In the event, the anguish was unnecessary. The girls proved ma-ture and responsible, and parents were soon waving a confident good-bye. The programme today includes a wide variety of schools. Some are fully coeducational, some coordin-ate with a brother or sister school, while others are single sex. Although most are boarding schools, a number of day schools give all opportunity to share family as well as school life.

In spite of the amount written about American education, mainly favourable, a body of traditionalist opinion doggedly compares the best of British schools with the worst in the United States. Too often we for-get that America is a continent and not a country, capable of containing within its revolves all shades of thought and opinion. If we choose to accept the tarnished image of the television screen, we deliberately deceive ourselves.

A glance at the subjects studied last year should dispel any lingering doubts about lack of challenge—Greek, history of art, history of music, computer programming, New Testament theology, oceanography, ecology, anthropology, philosophy, constitutional law, Asian studies, and psychology. Comments from the young people themselves confirm the quality of the teaching and the value of the total experience.

One girl said: "I lost all the boring apathy I had before; I found that my own ability and capacity for protracted periods of study increased, as did the quality of my work. This was by far the happiest year of my life. I have found that the American methods of education prepared me well for degree course." Another girl emphasized the more gentle side of American life: "My year was perfect. I was constantly surrounded by very lov-able friends and was invited to their homes. I had no difficulty in settling down to a brand new life, and I was always doing things that I enjoyed and therefore wanted to do."

At the end of the school year the students are encouraged to travel widely in the United States while American members of the English-Speaking Union provide hospitality. These travels, alone or with one or two companions, round off the year by giving a chance to the student to see and meet Americans on their own ground. By the time they return to this country they will have a much better idea of how many different people there are in the world and how many different ways of doing things and will be more tolerant. Above all, their experience of life will have been immeasurably enlarged. "I came back a much more mature person—at least, that's what my father said", said one boy.

It is interesting to see what happens to the former holders of these scholarships. Few wander off to travel for its own sake. Most engage in occupations or profes-sions involving them closely with other people.

Full information about the scholarships is obtainable from the English-Speaking Union. The schools provide free room, board and tuition, parents paying travelling and incidental expenses. Candi-dates should be between the ages of 17½ and 18¾ and applicants should normally have completed A levels. Two types of scholarship are available; one for the full academic year of three terms from September to June, and one for the two terms from January to June. The latter is intended chiefly for candidates taking University Entrance examinations in November and December, who are therefore unable to enter for a full year's scholarship.

Team work: towards Atlantic community

John Sewell, founder-chairman, the European Atlantic Movement, examines the real meaning of interdependence

"The most vital fact for the twentieth century is *the fact of world interdependence*." Anthony Eden's statement way back in the '30s is well worth thinking about because, once accepted, it can colour the teacher's whole approach to his subject. It inspired the foundation of The European-Atlantic Movement (TEAM) in 1958 and has served ever since to guide our thinking.

In terms of American Studies, do teachers see their work in the wider context of the developing Atlantic community? Do they see in the deepening interdependence of the economic, social, political and strate-gic links the fore-runner of some kind of closer association between the geographically-separated mem-bers of the same European family—itself, perhaps, a move towards en-larging the unity of mankind? Do they see the rise of the United States as a force-power and the spread of European integration as twin factors in the creation of a new human situation? Above all, per-haps, do they see the America about which they teach as the most in-dustrialized, richest and most powerful nation on earth, standing hesitant and confused as it tries to face up to the global paradox of world interdependence and world rivalries?

To ponder upon the deeper mean-ings of "interdependence" is to introduce a wholly new dimension into the mundanities of teaching. It expands the intellectual horizon, takes the teacher beyond subject-orientation and helps him to play the part which the future may require of him—that of the pioneer, opening up new and better roads to international understanding.

TEAM believes in the need to educate for the twenty-first century. There are relatively few years left before 2000 AD, and the shadows of coming events point to a strengthen-ing of the transatlantic link rather than the reverse. The cross-fertil-ization of influences of the United States and Western Europe will bring their peoples closer together. Amer-ican Studies can play a vital part in assisting comprehension of atti-tudes and problems.

Teachers of all disciplines have long been in the forefront of those who proclaim the brotherhood of man. Therefore they should be among the strongest advocates of the philosophy of interdependence—not least those of them concerned with American studies. They will know better than most how rugged indi-vidualism can prevent fruitful cooperation, how the dream of a united people can be shattered by intensely held but differing minority views about principles and rights. The building of "one America" exemplifies some of the difficulties in the building of "one world".

TEAM has always been convinced that the "great leap" from national to world unity will be much more difficult than a movement by stages—from nation to community, and from community to what Barbara Ward calls space ship Earth. In TEAM, therefore, we emphasize the importance of American Studies along with European Studies, *espe-cially their complementarity*. We hope this will help to combat the dangers of inward-looking national-ism and, instead, to stimulate a European-Atlantic consciousness as a step towards a wider conscious-ness of the unity of all mankind.

TEAM offers services which are complementary to those studies. In co-operation with L.e.a.s, polytech-nics, colleges of education and of further education, teachers' courses, groups of schools and the like, it co-sponsors conferences, seminars and meetings of all kinds and at all levels, which give to participants opportunities to meet, hear and question some of those involved in the practicalities of European and American affairs: diplomats, parlia-mentarians, business men, journa-lists, national and international civil servants, et al. This provides valuable complementary background knowledge of great practical rele-vance to academic studies. In addi-tion, TEAM produces its own occa-sional publications, which, like its other activities, appear to meet a need.

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Frank Freidel, editor

assisted by Richard K. Showman

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HARVARD UNIVERSITY PRESS

A population on the slopes of Parnassus

Professor Alan Walker looks at the North American university

The first thing that strikes you is the size. The average North American university is as big as a small town, and may contain as many people. A population of 20,000 or 30,000 students is nothing exceptional.

The second thing you notice is that everything is new. Inside the skyscraper buildings of shining chrome and glass, you find futuristic furniture reminiscent of the plush interior of the space wheel in *2001*. The lecture rooms are equally sumptuous, and are often equipped with the last word in hardware—movie-projectors, sound-systems, television cameras and "magic markers"—that fascinating toy which enables the lecturer to write on his desk panel and project the result on to a screen 20 feet square for all the world to see.

You may not notice the third thing for some time. As you stop at the bookstore to browse among the paperbacks or records, or pause at the gift shop, or purchase household provisions, or even make a detour to the hairdresser to be groomed between lectures, it will only slowly dawn on you that you are encapsuled within a self-contained community. Here you eat, drink, sleep, have your recreation, and study. The place is, in fact, an intellectual beehive. Stand in the middle of campus at 10 minutes to the hour (a traditional time for classes to change) and you will suddenly find yourself in the middle of a Piccadilly Circus of a rush hour, as engineers, sociologists, historians, linguists, lawyers, mathematicians and musicians criss-cross their way to the next lecture—one step further up the ladder to Parnassus.

Anyone who has visited North America will realize that my description hardly does justice to these monuments to higher education. There are very good reasons, in fact, why its universities are densely populated, why they are new, and why they are self-contained. And despite what the cynics tell us, the reasons are social and philosophical, not material.

North America is an egalitarian society. Higher education is there for everyone. And this is not just heady theory. New York City University, for example, has an open admissions policy and does not even charge fees. Inevitably, since a university degree still carries prestige large numbers of people, of all ages, surge forward annually for admission to first-year courses.

Many of them are the long-haired, freckle-faced youngsters straight out of high school, ready to lend themselves to any cause, however cranky, and all dressed in the regulation uniform of jeans and sweaters. But there are many others who are (or were) housewives, school-teachers, bank clerks, bus-drivers, retired people (the oldest undergraduate at my university is a lady of 71; she will be 73 when she graduates) all chasing that elusive piece of parchment, which, in the words of the vice-chancellor, "hereby admits you to the degree of BA, with all the rights and privileges pertaining thereto". Egalitarianism means numbers. The only way you can change that is to introduce the reverse philosophy, elitism, and in North America, at the moment, that is unthinkable.

As for the new buildings, there is a reason for them, too. The English academic, occupying his crumbling, draughty, ivy-covered lecture-rooms (some of which were old even in Cromwell's time) might be forgiven for supposing that his American counterpart considers it virtuous only to teach in new buildings, that the moment they become old they must be torn down to make way for better ones. The fact is, North America is a young society still. It was only after the Second World War that vast sums of money were pumped into higher education, when egalitarian principles were actually applied on a large scale. Of the 1,500 or so universities scattered across North America, several hundred at least did not exist before the Second World War.

Unlike Britain, where the universities so often grew up with the towns (the classic examples are Oxford, Cambridge and Durham), the towns of North America grew up without the universities. Suddenly brought into being, and finding themselves in receipt of truly staggering government grants, the universities followed the only course open to them: they invested in large tracts of countryside—a fact which has determined the direction of their building programmes ever since. You may have to drive 10 miles out of town before you reach the outer perimeter of the local campus. All this suits the Americans well, since they still hanker after the old medieval notion of a university as a community of scholars, and their campuses do indeed give a certain physical embodiment to that idea.

And what of academic standards, without which the entire exercise founders? They are rather high, in fact. North America has succeeded in attracting to its shores some of the finest scholars in the world. The reason is fairly obvious. Research facilities are superb, particularly in the sciences. Scholars are attracted to those places where their work will flourish. Students, in turn, are attracted to the scholars. And so, by a simple causal connexion the university grows in stature.

A few years ago, my own university bought a nuclear reactor, it was a hideously expensive piece of equipment, and at the time there was an uproar in the local city (some five miles away) about possible radiation dangers to the water supply—which well-publicized pictures of the harassed chairman of the physics department drinking water which had been used to cool the reactor did nothing to allay. Today, that department is strong in faculty and students, and is doing much to help local industry. The moral is obvious: invest first in research, and the rest must follow.

In music, my own field, the same enlightened attitude prevails. Books, records, scores, listening-equipment, facsimiles, microfilms—all are there for the asking. Small wonder that a recent occupant of one of England's more elevated chairs of music declared, as he packed his bags for his native America, that British musicology was a contradiction in terms. Of course, he was wrong; but it points up an interesting difference between the two countries. In England, musicological research tends to get done for its own sake, by researchers spending their own money in their own time.

In America, researchers rarely spend their own money, and they never do it in their own time. It is not for me to say which produces the best results. But having experienced a bit of both, I infinitely prefer the luxury of official sponsorship.

The North American faculty member is tenured to the university, not to any particular office within it. Chairmen of departments are usually elected for six years; deans are usually elected for 12. Even university presidents serve a fixed term of office, which varies from place to place. After this term is served, these people revert to full-time teaching.

The advantages of this method are obvious. We in England are all familiar with the spectacle of the professor, who, once installed in his rocking-chair, goes to sleep. Why should he not sleep? He is there for life, and providing he does no mischeave, nobody can disturb his lullabies. In North America, a chairman's own departmental colleagues can dislodge him after three years. And if the mutinous dogs do not succeed, the university does it for them after six. New people bring in new ideas. True, the new ideas may be worse than the old ones, but they cannot last forever. It is impossible for the administrative structure of a North American university to fossilize under such conditions.

Even tenure itself is now coming under scrutiny. There is hardly another job in the world where it is virtually impossible to receive the sack. What is so special about academics? What, indeed. The time has long since passed when an academic might be persecuted for holding unpopular views. Tenure was originally designed to protect him against losing his job through speaking his mind. Nowadays, you cannot lose your job, even if you do not have a mind to speak. The Americans, of course, imported tenure from Europe. There are signs that they are already regretting it. Tenure has been abolished both at the University of Minnesota and Brigham Young University, Utah. Faculty there are employed on short-term contracts.

This reform is bound to spread. In an egalitarian society, it is indefensible for universities, of all places, to form a privileged class. Why should a General Motors worker have to go on the dole when times are hard, while a university professor continues to draw his full salary whether he is fully engaged or not? Until someone can give me, a university professor, a satisfactory answer to that question, I shall continue to be against tenure, which no longer protects the intellectually strong but merely gives comfort to the weak and the incompetent.

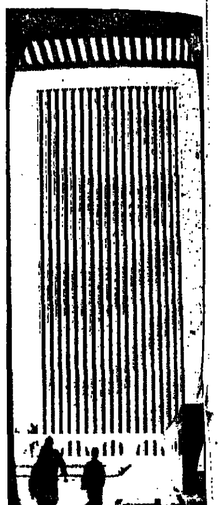
It takes four years for a student to obtain an honours degree, and there are no short cuts. He cannot miss course-work and take the degree by examination, as at certain universities in England; nor can he normally accelerate his programme of studies and graduate early. Four years is the sentence he must serve in return for a Bachelor's degree. The fact is, he is locked into a thoroughly quantified system of education.

His courses are worth "credits" or "units". Music history may be worth four units a year; harmony may be worth six, and so on. In four years, in those two courses, he will have collected 30 units towards his Bachelor's degree, which itself may be worth 120 units of work. Examinations are held, or not held, depending on the view of the course professor. If they are held, they mean no crucial in determining the long-term academic fate of the student.

To the English mind, the "credit system" is outrageously crude, dangerously simplistic. Yet it works. The English university has not been able to devise anything better when it comes to tracking a student's progress across several years of study. Moreover, there are two useful features of the "credit system" which are not normally enjoyed by the British student. The first is that the North American student may abandon his studies and return to them after a lapse of some years, with no loss of standing within the programme. The second is that he may study at more than one university—simultaneously or consecutively. That is to say, in pursuit of his four-year degree, the student may enrol in turn at New York, Toronto, and Montreal, and finally graduate (say) from Vancouver. For official purposes of grading and administration, the universities sensibly deem each other to be equal.

The result is a kind of National University, consisting of hundreds of campuses, with a highly mobile student population. A student may move on because he dislikes his present campus, or his special interest may be better provided for elsewhere, or simply have wanderlust. Whatever the reason, he is likely to have a richer background, ultimately, than his English counterpart.

Alan Walker is professor and chairman, department of music, McMaster University, Ontario.



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Discovering Cathay

Colin MacInnes on Chinese history

The Early Civilization of China. By Yong Yap and Arthur Cotterell. Weidenfeld and Nicolson £5.25. 297 76991 X
Introduction to Chinese History from Ancient Times to 1912. By Bodo Weithoff. Thames and Hudson £5.00. 0 500 25045 6.

It is sad to reflect that a people's interest in another depends chiefly on the growth of this other nation's power. Thus, till the nineteenth century, "Cathay", because distant and relatively mysterious, seemed to Europeans a continent of legend and, more practically, silk. With the Chinese wars of the 1800s, the near-colonization of the country's coasts, and the growth of trade whose terms were favourable to the West, condescension became a general English attitude. Then the Chinese revolutions, the resistance to Japan of the 1930s, and the alliances of World War II, made of China, to English eyes, a sort of "second-rate first-rate" power.

But since Mao's victory over Chiang, the Korean and Vietnam wars, the Sino-Soviet split, the explosion of atom bombs, and the belated American "recognition of the world's most populous nation" China has become, almost overnight, a country perhaps feared as excessively as it was previously disdained. The conduct of Chinese diplomats in London, one minute baseball-bat warriors, the next suave purchasers of British aircraft, has baffled and bemused successive British governments; and their attitudes to Hong Kong and the "far east" were drastically revised. Those more recent events have been accompanied by a veritable waterfall of books about every aspect of Chinese history and culture.

Well, better late than never! But how late, considering the intimate relations of China and England in the nineteenth century! For a major historical event known to every Chinese schoolchild and, apparently, few British, is that England attacked and plundered the huge continent on three occasions between the 1840s and the turn of the century, twice burning and utterly plundering its capital; and in doing so, was further responsible for a "policy" of which even the most ardent imperialist could not be proud.

The notion that nations should feel "guilty" for past conquests is a modern and unreal one. Certainly, one must feel responsible for what one's nation does during one's own lifetime, since one can attempt to influence these events. As to the distant past, one should surely be conscious of whatever happened, but "retrospective guilt" is as sterile as sentimental.

Nevertheless, there may be certain deeds in a nation's history about which it is impossible to glory: cases not merely of conquest and theft, in which all nations have indulged, but of quite superfluous malignancy that will never be forgotten by its victims. These, in our case, are the oppression of Ireland, the eighteenth-century slave trade, and the Chinese "Opium Wars".

From China, England wanted tea and silk; from England, China, which was the centre of the universe, wanted nothing—except the absence from its territories of all barbarians. To satisfy their nationals' growing demand for these precious products, England therefore had to export silver—contrary to mercantile doctrine. Our trading ancestors then had a brilliant, if odious, idea: the Chinese were opium smokers, but far from being a people of addicts. So why not turn them on, on a massive scale, like a nineteenth century mafia, to smoke imported Indian opium in enormous quantities? This we made haste to do and when their government tried to stop us, forced the drug on them by war. Well into this century huge City fortunes were made in this disgusting manner; and a generation or so later, English delegates at the United Nations were denouncing Chinese export of opium to the west.

The Chinese bourgeois revolution put an end to this, and from the 1930s, Chinese art began to be admired, if not much understood; there was a sensationally successful show of Chinese art in London in the early thirties. It should be realized, though, that an alien addiction to "historic China" has not fattered the Chinese in the least. For, to begin with, it accompanies a semi-colonial relationship until the days of Mao; and then, the Chinese communists regarded their own cultural past, however beautiful its artefacts, as proof of vanished bondage. What the Chinese wanted us to admire, and still do, is their political achievement; but this, we tend to fear.

Two English accounts of these cultures were made in the past 50 years, whose scope and depth saved us from total ignorance of the world's oldest continuous civilization: Arthur Waley's essay on, and translations of, their writing, and Joseph Needham's *Science and Civilization in China*: perhaps the most astounding twentieth century book written by any Englishman about anything. In their wake, came the aforesaid flood of more popularising books.

I do not think Arthur Cotterell will mind my calling him this, since his are the best about any land he tackles, always giving you the facts you want, marshalling them revealingly, and supplying helpfully original insights. Mr Weithoff's is more serious and straightforward, but we are all so ignorant of China that to begin anywhere is better than nowhere at all.

Though it is no part of a reviewer's function to act as tutor to his reader, I cannot resist beseeching him or her to tackle all three volumes of Needham or, at least, the introductory ones, for it is one of the rare books that change one's whole outlook on the history of culture. Nor is it only that he is so profoundly erudite—and courteous in his demonstrations—about Chinese civilization; for he makes perpetual comparisons between its 3,000 years and the equivalent period in the West, so that for the first time one begins to see the possibility of new understandings; and if not, for several centuries yet, of the "fruitful exchange" politicians glibly speak of, at any rate, of a dialogue that need no longer be for the deaf.

JUVENILE CRIME

Geoffrey Parkinson

The Social Treatment of Young Offenders. By J. B. Mays. Longmm £3.00. 0 582 48086 9

Professor John Barron Mays is admired by probation officers and re-educationists for his realism; among many teachers and educationists however, he is criticized for exactly the opposite reason.

Mays has selected and introduces with characteristic brilliance a series of papers that describe a wide range of therapeutic approaches to an exceedingly complex social problem. Most of these studies have a grass-roots quality that must impress even the untutored with their authenticity and insights. It is when Mays moves towards the prophylaxis of delinquency that his critics may feel they are facing a dreamer and his dreams.

Mays's protagonism of the concept of the community-based school comes at a time when state education is undergoing critical scrutiny. The political embers of the "comprehensive" versus "selective" debate still glow white, within the profession itself, the conflict between "free range" and "factory" methods of education has probably only just begun. Certainly as economic embarrassments force more and more middle class parents away from the private sector, a new "consumer" pressure will be felt on a system that up to now has been uneasily wriggling to accommodate the evolving non-academic demands and social difficulties of the working class boy.

Oversimplifying, Professor Mays wants our schools to be increasingly threaded through with social commitment. At first glance this is likely to terrify many teachers who find even existing pressures difficult enough to tolerate without what would seem to be a crude lay invasion of sacred professional zones. Yet, fundamentally, Mays seems to be saying that educational confusions as well as anti-social activity have, in part, their origins in the fact that our education system is alienated from social purpose.

Recent research into the causal factors of juvenile crime with particular emphasis on the problem of truancy suggests that he has made out a case that has to be answered.

INTERNAL COLONIES

Ned Thomas

Internal Colonialism—The Celtic Fringe in British National Development, 1536-1966. By Michael Hechter. Routledge and Kegan Paul £6.25. 0 7100 7988 5.

Lenin is credited with the first use of the term "internal colonialism" and Gramsci used the phrase in relation to the Mezzogiorno in Italy. Marx may not have used the term but he spotted the phenomenon when he remarked the hostility between English and Irish workers because of the English domination in Ireland. In recent times, the phrase has become part of the rhetoric of Breton and Basque left-nationalism, something which is partly due to the more ideological tone of nationalism south of the English Channel, but may also owe something to the indistinct line which France drew between some of its overseas territories and the metropole. The claim that overseas colonies are after all *départements* of France rebounds when some internal areas claim that the reverse is true.

Michael Hechter, in a work of exceptional rigour and austerity, asks whether Scotland, Wales and Ireland in their modern history qualify as internal colonies. He decides that they do, and by his own clearly defined criteria. He posits two models: in the diffusion model a culture diffuses itself within a state boundary and eventually assimilates other cultures within that area successfully. This does happen and has happened without conflict. But other patterns, created by complexes of economic and cultural factors, produce the internal colonial model in which the suppressed culture is a focus of resistance to assimilation. This he finds to be true in the case of the Celtic cultures of the British Isles.

The reader who approaches this as a political work will be disappointed. The author makes a virtue of not having been to any of the countries concerned and, when he does roam at the very end on likely future developments, his hold on the reality of the situation seems rather tenuous. Nor is this a historical book in the sense that you can find the names of the founders of the nationalist parties in the index—you cannot.

But the statistics are treated historically, and it was a sociological stroke of genius to realize that theories about colonial situations, which in the Third World have to rest on scant and recent statistical evidence, could be tested in British against a mass of available evidence from a relatively long period concerning such various areas as industrialization, non-conformity, and the marriage rate. But Michael Hechter also has an eye for the significant detail of historical evidence—an English nonconformist in the nineteenth century moving to Wales and joining the Anglicans because they were his sort of people. And if his own manner is restrained, he manages to find some telling and passionate quotations to put at the head of his chapters. He tells us quite coolly that the lack of colour difference between Celts and Saxons was quite often noted in Victorian England and quotes from a Cambridge historian of the period, describing a visit to Ireland:

"But I am haunted by the human chimpanzees I saw along that hundred miles of horrible territory. I don't believe they are our fault. I believe there are not only many more of them than of old, but they are happier, better, more comfortably fed and lodged under our rule than they ever were. But to see white chimpanzees is dreadful; if they were black, one would not feel it so much, but their skins, except where tanned by exposure, are as white as ours".

After that one cannot call internal colonialism a figment of the sociological imagination.

Non-specialists will often be defeated by the method of this book, but equally it is unlikely that anyone can read it without gaining a wholly new perspective on the history of the British Isles in the post-Reformation period, on the inter-relation of its peoples and cultures and on the complex interaction between class and nationality. The notes reveal that little of the work that has been done in this field in fact stems from Britain—indeed it is probably part of the situation that the questions Hechter puts have not been thought relevant or appropriate here. In a period that promises to spawn political half-truths about devolution, this solid and brilliant work offers a degree of real understanding, and therefore cannot be too much commended.

DEATH-KNELL STYLE

Mary Warnock

Twentieth Century French Thought. From Bergson to Levi-Strauss. By Joseph Chiari. Paul Elek. £4.90. 0 236 30900 5.

This book, despite its uniformly gloomy view of the present state of human culture, seems in some way frivolous. It should not be taken as a serious exercise in the history of philosophy, still less as a contribution to philosophy itself. But the author does not pretend that it is either of these. He claims to present a critical examination of twentieth century French thought, and also to lay bare the presuppositions and general ideas current in the society of which the philosophers it examines were members. This does not mean that the book is an essay in the sociology of philosophy either.

Dr Chiari does not commit the fault of attempting to show that what philosophers wrote somehow inevitably reflects their position in society. It is rather that he appears to hold that everything which philosophers of a particular period wrote really comes to the *same* thing, despite superficial differences, and that this sameness is itself a function of current ideas about physics, psychology, morality and so on. Threateningly, he quotes Heraclitus at the outset "If you have attended not to me but to my words, then it is wise to say that according to the meaning of the words, *everything is one*". Whatever Heraclitus meant by this, it is clear that Dr Chiari means to suggest that we must look behind what philosophers *say* to what they *mean*, and what they mean will always come out the same.

The whole book, then, can be taken as a quick sketch of French thought, leading to the conclusion that "attempts at the establishment of philosophical systems or at doctrinal philosophy are definitely at an end". "Philosophical discourse, which used to rest upon reason and logic, is now fragmented and no longer expository, descriptive or revelatory of the nature of being."

Now this may be so, and things may be as awful as Dr Chiari makes them sound. But the impression of frivolity arises, it seems to me, because he is prepared just to state that this is how things are. Surely it would be better to try to raise, as one may always raise, the great questions of philosophy, questions about freedom, about authority, causation, time, our relation to the perceptual world.

All those are questions which are the true concern of philosophers, whether they are systematic and doctrinal or otherwise; and they were certainly the concern of the philosophers mentioned in the pages of this book. It seems unfair to them to treat what they actually had to say on these subjects in quite so cavalier a way as Chiari does. (The reader should look, for example, at what he says about Sartre, who, with all his faults, did at least *try*.) Nor does it do the subject-matter of philosophy much service to lump so many people together. Bergson, Husserl and Heidegger, for example. Of course it is a legitimate game to find similarities in the thought of persons who supposed themselves to be saying different things. It is an exercise of "connecting" which is often a sign of intelligence and imagination. But "connecting" cannot be the only thing one does. It is also necessary to understand things separately, and to distinguish things that are different.

All in all, then, although the book is agreeably and even racily written, and could be recommended, for fun, to those who knew a bit about the subject already, it certainly should not be used as an introduction. But then it is not, presumably, intended as such. It is, in death-knell style, more of a finale than an overture.

IMMORTAL

Mortals and Others. By Bertrand Russell. Allen and Unwin £5.75. 0 04 190007 3

The recent public discussion of Bertrand Russell's foibles as a man has distracted attention from his reputation as a philosopher, mathematician and often brilliant social commentator. This collection of essays, which were first published in the *New York American* in the early thirties, may go some way towards reminding readers that Russell not only had one of the finest minds of the century but also—despite occasional lapses—an acute perception and excellent judgment of people and events, invariably superbly and sometimes hilariously expressed.

The volume proves Russell to be an essayist of the first rank, capable of entertaining and trenchant comment on an enormous variety of topics, including sex, astrology, crime, snobbery, children and the use of lipstick.

Frances Hill

CINDERELLA NI HOULIHAN?

Maurice Hennessy on Irish education

A Mirror to Kathleen's Face: Education in Independent Ireland, 1922-1960. By Donald Harman Akenson. McGill-Queen's University Press, Montreal. $13.50.

Professor Donald Akenson's history of education in Southern Ireland, 1922-1960, is not just a fascinating and informative document but one which will provoke much more than its fair share of controversy. (Kathleen ni Houlihan is a traditional romantic name for Ireland.)

From the Irish viewpoint the book gets off to a patriotic start since it contains a somewhat frightening exposé of Ireland's educational system in 1920 when A. N. Bonaparte Wyse, a highly placed Catholic education official, declared that in the primary sector were an insufficiency of teachers' salaries, a lack of qualified teachers and a consequent inefficiency in school work. He did not put all the blame on the British government; he was very caustic on the subject of the little local interest in education which the Irish themselves displayed. At the secondary level the same commentator suggested: "If the the state of Irish primary education is unsatisfactory, that of secondary education is deplorable."

On the subject of the Catholic church's power over education after Independence in Ireland, Professor Akenson is quite merciless in his criticism. Not only does he point out that, in the words of that famous French Catholic ecclesiastic, Jean Blanchard, written in 1960: "The bishops of Ireland appear to have more power, in practice, than those in any other country in the world", but he also quotes from the pastorals issued by the bishops in the past two decades. John Charles McQuaid, former Archbishop of Dublin: "Only the church is competent to declare what is a fully Catholic upbringing; for, to the church alone, which He established, our divine Lord, Jesus Christ, has given the mission to teach mankind to observe all things whatsoever He has commanded. . . . Accordingly, in the education of Catholics every branch of human training is subject to the guidance of the church, and those schools alone which the church approves are capable of providing a fully Catholic education."

Professor Akenson is very honest when dealing with what is part of the great Irish paradox and its love-hate relationship with other denominations: the Irish government's response to the Protestants' problems. "By reaffirming the principles of denominational education but in a very generous manner" it framed special rules allowing the minority to operate schools with fewer children on the rolls than was permitted for the Catholic majority. He points out, for example, than when the department of education normally required a minimum average daily attendance of 20 pupils for a primary school to be "recognised" and thus eligible for a state grant, in cases where Protestant children could not find a religiously-acceptable school at a convenient distance, the daily attendance requirement was lowered to 10 pupils. Even then the school's average attendance actually had to fall below seven pupils for two successive calendar years before the grant was withdrawn.

The controversy over the Irish language does not escape Professor Akenson's objective analysis. He refers to the second Minister for Education under the Irish Free State, John Marcus O'Sullivan, and quotes him: "I did start this particular system in the hope that we might make Irish, and that we should make Irish, a living language. But I never deluded myself that I had the enthusiastic support of the great bulk of the people of the country." Those familiar with the recent changes in the "compulsory Irish" rule in the present-day Republic will find sympathy with the minister's attitude even if they may resent it.

Professor Akenson has taken it upon himself, in this otherwise excellent work, to make prognostications for the future—a dangerous thing to do on any subject where Ireland is concerned. He highlights the academic snobbery which exists at the moment and indicates that if Irish education is to have any worthwhile purpose other than an emigrative one, technical and vocational instruction must cease to be the Cinderella of education—a fate it has suffered right up to the present moment.

NOSCE TE IPSUM

John Rowan on self-knowledge

Know Your Own Personality. By Hans Eysenck and Glenn Wilson. Temple Smith £3.00. 085117 0897.

As the authors say, this book takes its place beside *Know Your Own IQ* and *Check Your Own IQ*. It purports to enable the reader to check his or her own Extraversion/Introversion (with seven subscales, including Activity and Reflectiveness); Emotional Instability/Adjustment (with seven subscales, including Self-Esteem and Obsessiveness); Toughmindedness / Undermindedness (with seven subscales, including Empathy and Dogmatism); Sense of Humour (with four subscales, including Nonsense and Aggression); Sex (with 11 subscales, including Permissiveness, Prudishness and Fulfilment, and three superscales—Sexual Libido, Sexual Satisfaction and Masculinity/Femininity); and Social and Political Attitudes, with seven subscales, including Racism and Progressivism, and two superscales—Radicalism / Conservatism and Toughmindedness / Tenderminded-ness.

One might expect to see some use of Glenn Wilson's Conservatism scale, which at least has the merit of simplicity, and which he has now been using and writing about for several years, but all the questionnaires are in the familiar Eysenck mould of rather lengthy questions. It is hard, indeed, to see exactly where Wilson comes in at all, unless it is on the Sense of Humour and Sex questions, which are by far the weakest in the book. All the old jokes have been used and published by Eysenck over and over again.

I scored myself on every scale in the book (by the way, question 101 on page 181 is missing) and have to report that the Toughmindedness scale of Chapter Four is totally different from the Toughmindedness score of Chapter Seven—I came out convincingly tough on one and slightly tender on the other.

The main objection to books like this is that they give a spurious impression and fixity to qualities which are in reality neither exact nor fixed. Ten years ago I used to turn out as an introvert on these tests and now I come out as an extrovert. According to these authors, this is impossible — "Personality is the same boat as intelligence; for both the genetic influence is overwhelmingly strong, and the role of environment in most cases is reduced to effecting slight changes and providing a kind of cover-up".

They even believe that political attitudes " are in good part related by genetic causes". In such a case it would perhaps be unkind to suggest that we need little notice of the author's opinions since they obviously came mostly from the accidental rearrangements of their parents' chromosomes.

I believe that people can change themselves, and can change, as we can even do both at the same time. But instead of sitting alone with a book like this, I have personally found it more productive to get into an encounter group. More fun to be with than Eysenck.

SEXIST SHOCK TROOPS

Maeve Haran on rape

Against Our Will. By Susan Brownmiller. Secker and Warburg. £4.90. 436 07108 8.

Rape has long been a central feature of the subconscious landscape of both sexes. Perhaps for this very reason, a clear and authoritative survey of the subject has never been undertaken before now. With the growth in seriousness of the women's movement, and in spite of the psychological complexity of the subject, a classic book on rape was bound to come.

Susan Brownmiller has written that book. *Against Our Will* is an extensively researched study that covers the history of rape, and of social theories about it, and documents the harrowing record of man's violent possession of women. It also has the merit of a strong provocative argument which transforms sociological study into a profound polemic on themes central to our society.

Given this provenance, it is perhaps inevitable that Susan Brownmiller would portray rape as a fundamentally normal expression of men's attitude to women; that she should see rape purely in terms of a failure in the general ideology and not as a personal failing in the individual who breaks powerful taboos.

Her thesis is a startling one. Rape is no spontaneous crime of uncontrollable lust, but the tool by which women have been subordinated politically, economically and socially from prehistoric times. It is no less than "the conscious process of intimidation by which *all* men keep *all* women in a state of fear".

The first step in woman's subordination, Ms Brownmiller speculates, and the key to her historical dependence on men was "her domestication by protective mating". This was not the result of her natural inclination towards monogamy, motherhood or love, but through fear of "an open season of rape".

She documents the phenomenon of mass rape in war, and identifies the right of access to women's bodies. "Rapists are front-line masculine shocktroops, terrorist guerillas in the longest-sustained battle the world has ever known." The implication of this is that behind the rapist is ranged the rest of the male army: would-be rapists who admire the deed but dare not do it.

In pointing out what the rapist has in common with the non-rapist, Ms Brownmiller has provided a valuable insight into the psychology of rape. The truth of her observation should be recognized by men who do not break the taboos. What she fails to appreciate is that in breaking such powerful and deep-rooted prohibitions the rapist is abnormal, not because his motivation is pathological, but because in him the restraints of society do not operate effectively.

Rape is a brutal and degrading act, and Ms Brownmiller has moved discussion of it into the correct area by treating it as a general phenomenon of male-dominated culture. But she persists in dealing only with ideas in her attempts to identify the sources of these deep-rooted feelings. Her attack on prostitution and pornography as root causes of this male attitude skates over the surface, inevitably women's relationship to men is determined by the nature of their economic interdependence, and only by changing the sexual basis of economics can the cultural pressure towards sexual assault be abated.

Maeve Haran

PAPERBACKS

DIAGNOSING OUR ILLS

Catherine Basham

Management and Unions. By Allan Flanders. Faber Paperbacks £1.60. 0 571 10711 7.

Creativity in Industry. By P. Whitfield. Pelican Books 60p. 0 14 02 1901 3.

This reissue of the collection of essays first published in 1970 is very welcome. As Professor Hugh Clegg says in his introduction: "It is a pity that they are not compulsory reading for all politicians, journalists and company chairmen before they air their views on trade unions." You would only have to make the first few paragraphs of the first essay compulsory—they are so well-written, informative and intensely interesting that few who got that far would want to stop.

The essays discuss the nature and purpose of British trade unions, and collective bargaining, where Flanders considered the key to understanding our system of industrial relations was to be found. Most of us, at one time or another, have had a moan about the state of our industrial relations, and have ascribed to that state all manner of ills; how about spending £1.60 finding out what it is really like, why, and what can be done about it, as told by an Englishman who was considered by many to be the world's outstanding expert on the subject? This would be a splendid book for sixth-formers.

Unless you have a special interest as an industrial psychologist as managing director of a firm which you feel is lagging behind in industrial innovation—you are unlikely to find this book interesting enough to finish. There is a lengthy discussion of what creativity and innovation are, and what comprises the "creative personality", and of the importance of not the difficulties involved in defining problems, quite a bit on the group approach to innovation, and a study of five British innovators.

We Plough the Fields. By Trigorn Beresford. Pelican Books £1.00. 14 02 1872 6.

Mr Beresford minds that, by and large, we are uninterested in and misinformed about British farming. I am sure that he is right in thinking that something should be done about this, but I am afraid that this book will not effect a very big change in national thinking; the title alone tends to confirm a view of farming as old-fashioned and dull, however worthy, and the book, while it does provide evidence that British agriculture has a high productivity rating and has changed radically in the past 30 years, comes nowhere near gripping the attention.

GAMES CHILDREN PLAY

The World Book of Children's Games. By Arnold Arnold. Macmillan. £4.50. 333 19130 7.

This is a well-presented hardback that will catch the eye of children, parents, teachers and people who lead organized activities for groups of children. With children aged four to 12 in mind, different classes of games are described in nine chapters with such titles as "Marble games", "Word games", "Hop, skip, jump" and "Strategic games". Each chapter begins with a brief introduction, and then games are succinctly described and clearly illustrated with diagrams and tastefully selected pictures from a variety of historic sources.

At the end of the book a useful chart is provided showing the age of child for which the game is most suitable, the place where it can be played and the minimum materials required.

The author makes only passing reference to the rhymes, chants and songs which accompany many ball and skipping games. But this type of accompaniment is integral to this kind of game. The author seems to underestimate the importance of this ritualistic element.

In his introduction to the book Arnold Arnold claims that children need to play within clearly defined rules to ensure mature social development. While few people would quarrel with this view, one might not agree that there is a sinister decline in such game playing caused largely by the usual television bogeyman and negligent parents. It is my experience as parent and teacher that the playing of games with rules, and the invention of such games is a spontaneous process at a particular stage in development and that it is top sturdy for anything to prevent or injure it.

This is not the encyclopaedic book one might expect from its title. It is only in the last chapter, "Strategic games" that serious cross-cultural and historic reference is made. Otherwise there is only superficial comment on origins. The bibliography, however, is surprisingly wide and comprehensive. This leads me to believe that a more substantial work could have been produced and this was confirmed by the author himself who asserted that a whole volume could have been written about a particular type of strategic game.

Pat Palmer

DISEMBODIED TRUDGE

Laboratories of the Spirit. By R. S. Thomas. Macmillan £2.25. 333 18510 2.

This is an abstract (as well as abstracted) book of verse, all in the mind, and divorced from the body. It is just the sort of thing calculated to appeal to disembodied rationalists like the older Amis and John Braine. The dour R. S. Thomas is once again trudging through various interior and exterior Welsh landscapes, emerging in his own ghastly words "into the adult geometry/of the mind". He is propping up the ever-diminishing Christian myth. As if it is ever possible to write satisfactory poetry *for oneself* as well as for others. If one remains completely cut off from the reality of one's own body. It is not. Oh for a single poet who has studied the teachings of those sadly neglected (but brilliant) educationists George Gurdjieff and Matthias Alexander, founder of "The Alexander Technique". Then poetry might once again become an embodied means of exploring man's inner potential. *John Horder*

Frank Lipsius is at present on the staff of *The New Hungarian Quarterly*.

Ned Thomas is a lecturer in the English department at University College, Aberystwyth.

John Rowan's latest book, *Ordinary Ecstasy*, is shortly to be published by Routledge and Kegan Paul.

Challenging the myth of expertise

by Cherida Mares

Learning Kit for Trainers of Adult Literacy Tutors. Adult Literacy Resource Agency, 33 *Queen Anne Street, London W1 MOAC,* £4.

Many adult education centres are being asked to run courses to train the volunteer tutors coming forward in response to the national literacy campaign. As there are few resources available which give immediate practical help, the *Learning Kit for Trainers of Adult Literacy Tutors* is particularly welcome.

The kit is essentially practical and based on considerable experience of training tutors. This is immediately apparent from the letter which accompanies the pack to ensure that volunteers fully understand their commitment and the difficulties they are likely to encounter. The letter emphasizes the necessity for stringent preliminary briefing, selection and interviews before training begins.

Although previous experience of teaching reading might be assumed to be a prerequisite, the kit makes no such assumptions. Many tutor trainers have no relevant experience. Acknowledgement of this is fundamental to the adult literacy project, essentially a community activity in which committed members of the community take responsibility for remedying the failures of formal education. In so doing, it challenges the mythology of expertise in teaching an elementary communication skill.

The kit consists of six lesson packs and a section of general information for the trainers. There is also a cassette which gives helpful examples of different reading difficulties and of a tutor meeting between tutor and pupil.

The materials are designed for ease of handling and reference, with background reading, practical preparation, lesson content and training methods on different coloured loose sheets. Standard and alternative approaches for each lesson are suggested, the choice depending on factors such as the size of the group and the tutor's previous experience and confidence.

It was anticipated that volunteer tutors would have different motives and educational background, some would have had no further education, others would be highly qualified. The kit is, therefore, intended to support trainers new to adult literacy work as well as to provide new ideas and materials for the experienced.

Preparation of teaching/learning materials for an unknown but homogeneous group is a hazardous undertaking; complications proliferate when the group is expected to have little in common except motivation. Despite these difficulties, the authors have attacked the problem constructively and produced learning materials which draw on the motivation and general experience of the group by encouraging discussions, simulations and role-playing. To this is added carefully structured information on teaching basic reading and pre-reading skills.

The early teaching units examine the advantages and disadvantages of different methods and suggest alternatives. Later units deal with ways of extending basic reading and writing skills. The guidance is concerned not only with spelling, the assessment of the level and difficulties inherent in different reading schemes and materials, but also with planning lessons for each student and with keeping records and evaluating progress.

Although only the framework for a course can be laid in six lessons, experienced tutor trainers believe that the initial screening period and these lessons will equip tutors to meet students and begin to practise what they have learnt. However, support, advisory and referral services must be available.

Some areas not covered in depth are dealt with in more detail in the BBC's *Adult Literacy Handbook*. These include studies of emotional and physiological difficulties faced by adult learners, and of those with reading difficulties in particular, and a section on the reasons for illiteracy.

One fact that emerges from talking to adult pupils is that many of these "failed" adults believe that the education system has let them down. If we accept the unpalatable fact that many adults have failed to learn to read because of the inadequacies of the system, we must also accept that some revision of that system and methods of training teachers to teach basic skills is essential. Perhaps if learning materials for student teachers were developed along the lines of this excellent pack, training tutors for adults with reading problems would eventually become outdated and unnecessary.

This learning kit is a model that could be extended to other areas. Many teachers and lecturers are convinced that a similarly structured approach should be used in all initial teacher training and that students would benefit from clearly defined guidance on essentials, such as teaching reading and spelling, the recognition of early difficulties and failures, remedial strategies and the selection of appropriate learning materials.

CET open video copying service

by Owen Surridge

Three universities and a polytechnic are combining to set up an experimental video copying service to help with the distribution of videotapes and films produced in higher education institutions. The scheme opens in January under the auspices of the Council for Educational Technology, who will assess the results of the first year's work and decide whether it should be permanent.

The aim is to overcome format difficulties presented by different equipment. Copying centres will provide copies of programmes on the Philips VCR format, which is the most widely used, plus two others—U-Matic and EIAJ Cartridge (National Panasonic). Transfers will be available from five of the most common video formats and also from 16mm film.

The service is limited to higher and further education and to programmes or films produced in the institutions concerned. Copies will not be made without the authorization of producers and arrangements covering copyright and performance rights will have to be cleared before orders will be accepted.

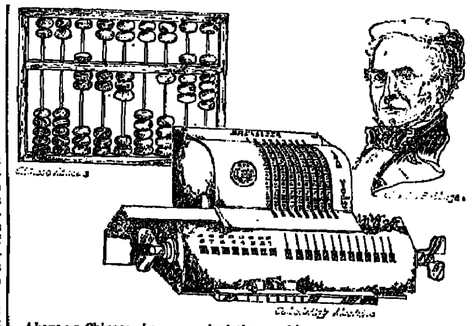
Under the standard rate card that has been arranged for the scheme, costs will vary from £20 for the first half-hour of copying time, to a maximum of £52 for an hour, the precise figure depending on format, tape size and other factors.

The services involved are those of Birmingham University Television and Film Unit, Chancellor Court, PO Box 363, Birmingham; the Heriot Watt University Television Centre, 31-35 Grassmarket, Edinburgh; the London University Television Service, 11 Bedford Square, London WC1 and Plymouth Polytechnic school of electrical engineering, Hoe Centre, Motte Street, Plymouth.

Other services are to be offered by London and Birmingham universities; the former can arrange monochrome transfers in certain categories of IVC, VCR, Ampex and Sony material; the latter to transfer from 2in QUAD (high band and low band monochrome) to VCR and U-Matic, Plymouth Polytechnic also offers this last service, and the transfer of non-standard formats (such as 8mm film) to tape through optical transfer techniques.

The CET are anxious to receive comments about the service and suggestions for improvement.

Coordinator for the pilot project is Mr Geoffrey Crabb, CET, 3 Devonshire Street, London W1.



Above: a Chinese abacus, a calculating machine and one of the inventors of calculating machines, Charles Babbage. Below: children using the video display unit, part of the new exhibition.

Computing Then and Now, an extremely ambitious exhibition which aims to give a comprehensive explanation of the basic principles of computers and how they are programmed and used, was opened this month at the Science Museum in South Kensington, London.

The exhibition occupies a large section of the second floor of the museum. It includes parts of early computers, punched card machines, a selection from the museum's collection of calculating machines and earlier aids such as Napier's Rods and forms of abacus, and ends with a modern computing section.

Also on show are gunnery instruments, slide rules, colourful polyhedra, displays of analogue and hybrid computers, and a display showing how computers are used in the creative arts.

The visitor can operate working displays and there are telephone commentaries for some models. The museum is open from Monday to Saturday from 10.00 to 18.00 and on Sundays from 14.30 to 18.00.

Schools Prom record

Music from the first ever Schools Prom is now available on a double record album, produced by *The Times Educational Supplement*. It was recorded live at the Albert Hall and features all the 12 groups which took part.

The album is available from Times Newspapers at £3.75, including postage and packing. Orders and inquiries should be sent to Shirley Green, *The Times Educational Supplement*, Room 256, PO Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ. Payment should accompany the order and be payable to Times Newspapers Ltd. Please allow 28 days for delivery.

Vision and contemplation among the Canterbury cloisters

A new religious education centre will soon be opened at Christ Church College. Elsie M. Aylen reports

The religious education resource centre at Christ Church College Canterbury which will be opened early this year, like the few other centres already in existence, is designed to bring some order out of the chaos referred to in a previous article (*TES*, 3.10.75). By the very nature of the subject, which is concerned with all peoples, at all times and every place and every aspect of their lives, books will be one of the resources available. There will, inevitably, be many different angles and interests, legitimately so, among those teaching religion, and aids produced to implement these various objectives. The aims of different groups, such as the churches, voluntary societies and the schools are not, however, mutually exclusive but often overlapping and the materials, similarly, may be multi-purpose.

What the specialist teacher requires is the opportunity for viewing audio-visual material in leisure. Agencies such as the Christian Education Movement already provide a valuable service with guidance fed into the movement from teachers' panels at all age levels. The missionary societies and parish-centred bodies also have a variety of publications, and the resource centre can provide a shop window for these. Much more though, teachers must be able to talk to colleagues about how such materials can be used. This means coordinating and cataloguing of what is available and a place where teachers and others may meet in comfort, talk and work.

The non-specialist teacher needs more than this. There have never been enough specialist teachers and the subject has been taught largely by enthusiastic and dedicated non-specialists. This is so, even though at Christ Church College alone there are about a hundred students training in the religious studies department. Changes in the approach to the subject need to be discussed, the ways in which a contribution can be made to team teaching or an integrated topic, how to see the "religious" significance of cross disciplinary themes. In these and similar areas non-specialists need and seek help.

After the uncertainty of the post-Goldman era, there is a renewed interest in the Bible as a primary source for the presentation of Christianity. If we are not to repeat past mistakes it is essential that teacher working parties discover the right use of the Bible at different stages in the school. The introduction of world religions into the syllabus to meet the needs of a multi-religious society and to give a proper perspective to the study of religion poses difficulties. It demands a careful examination, of aims and objectives, of materials and methods, in an area which is totally unfamiliar and often alien to many of those who teach Religious Education. At what point teaching can only be implicit and at what explicit, these and many other points, need to be thought through together.

In Canterbury, we are fortunate in having a close liaison between the religious studies department of the college, its library and technical staff, the county inspector of religious education and the schools librarian, the warden of the teachers' centre, and the director and staff of the Canterbury diocesan education committee. Canterbury is an excellent centre for religious education, with its college of education, university, cathedral and Franciscan Study Centre. The new religious education resource centre will make full use of all this expertise.

An office will be open for certain fixed periods each week, to give advice and a telephone service will take requests and make appointments at other times. Specialized day conferences and courses are being planned which will complement work already going on in the county and the diocese. The cooperation of the schools library service will extend the availability of resources into the school. The diocesan schools advisors, several of them on the college staff, will be another means of reaching them, particularly the church schools in this case.

From time to time, lists of new publications will be prepared, with short reviews indicating the age and ability for which they are suitable. There are also plans to produce, in cooperation with the college art department, topic kits, using photographs and duplicated material. By this means resources only available in this part of the country, which is unique in the history of Christianity, can be reproduced for more general use. The assistant diocesan director, for parish education sees the centre as a focal point for information and training of parish leaders, too, and is helping to select stock for this purpose.

Openness is one of the essential elements in the new Religious Education as it is in dialogue within the church and between adherents of different life stances. Similarly it is when we are open to the way in which colleagues in other areas of Religious Education and in other subject areas can help us that we can make the maximum use of resources and opportunities. Cooperation and coordination are the keynotes of this project.

Ideas, argument, experiences, research

TALKBACK

How a commerce department goes beyond shorthand and typing/ Local studies: history, geography or neither?

Going commercial

William Neely and J. E. Swanson

In the last decade no secondary school department has changed so much as has the commercial department. But more change is necessary: the classic pattern of shorthand, typewriting, and a little accounting does not fit today's needs.

Before 1974 commercial students were in a buyer's market. Only a few noticed that there were fewer and fewer jobs for shorthand typists and more for audio typists. Shorthand writers now exist at two levels—the very high speed writer, who is usually a confidential secretary, and the slow note taker, who rarely has to do any verbatim reporting. The old idea of "everybody a shorthand writer" is dead and the slow note taker is fast being replaced by the audio typist. According to *The Times* it now costs £5 to get out a letter dictated by an executive to his secretary.

Go-ahead commerce departments are building their programmes round audio equipment. As the first ordinary school in Britain to teach audio (we were beaten in the race by a school for the blind) we have always had a proprietorial interest in the subject. In teaching audio-typewriting we have found it pays to have a multiple-outlet system for the first term. This frees the teacher for supervision, checking typing faults, correction of posture—and for ensuring that the inevitable idler does not get the chance to idle. If it is also a multi-channel set, special arrangements can be made for the pupil who has missed a lesson, or who has failed to keep up. The pupils learn that maximum volume is not necessarily optimum volume, with, we hope, some diminution of volume of transistors when they are not in school.

Just as we like a variety of audio machines, so we like a variety of typewriters. A good typist should have experience on as many kinds of machine as possible. The only way to ensure this is to offer them this variety and encourage them to try every model. The acquisition of such a mixture of machines calls for selectivity by the head of department. He or she must go round suppliers, particularly at sales, just to see what is available.

Provided that we can train students in this way, there is no reason why a high percentage of the routine work of the general office cannot be undertaken by senior girls and sixth-formers. Live work is the best teacher of all and it teaches responsibility, particularly in relation to semi-confidential work.

Once a department has good typewriters, the next stage is to obtain the audio machines. It is important to have duplicators and stencil cutters, Thermofax machines and the like available, but audio machines are more than important, they are vital. Unfortunately audio layouts are expensive. By the time a department has bought, say, a multi-channel console, one set, a dozen or so tapes, earphones, junction boxes and a foot or hand control there is little left in the initial grant. However, the basics can be taught and that is something.

Audio machines can be used for more things than audio. In shorthand classes we often have pupils with different speeds. One group can listen to the teacher or transcribe, while the other is taking dictation through earphones. Another advantage of an audio unit is that it enables the department to use a tele-tech ringer. This is essentially a three-way telephone set which teaches techniques and replaces the old TPS. There are no difficulties of installation, the whole apparatus is portable, and the conversation is recorded and may be played back either through the telephones or through the loudspeaker.

A small printing press is also of use if it is wished to have headed paper for, say, a Mode 3 audio examination, or for practice work. We have also been in touch with a number of bodies who work with us, and have cut, on the electronic stencil cutter, stencils of their headed paper—which we print on scrap duplicating paper from the general office for use by our fourth form, and on good paper for use by fifth and sixth forms.

Turning to accountancy, we should bear in mind that in the present business climate the number of well-paid staff required to administer such complications as VAT, PAYE and the like may well increase, whereas the luxury of a personal secretary may well be done away with except at the top.

The wages clerk, bank cashier, or income tax clerk of the late 1970s will be, in fact, a competent young person, well trained in making full use of the tools of the trade.

The commerce department is career-orientated, but in some cases, subjects such as commerce, accounts, social economics and economics have not been sufficiently focused on a specific end. Direction is important and must be backed by the tools of practical application, such as calculators, adding machines and ready reckoners.

A timeclock (second hand would be adequate) would be useful to familiarize pupils with the punch-card system and help in working out pay hours and overtime. This becomes more important with the increasing popularity of flexible working hours in industry, with its complication of credit and debit hours and end of the month checks.

The method of working all these things out—and they are, of course, not matters of straight addition but include complex percentages to ascertain insurance and pension rates—will have been taught to the pupils, but the use of calculators to achieve speed and accuracy cannot be learned in 10 minutes. They not only have to absorb how to add, subtract, multiply, divide, but how to utilize the storage facility of those machines.

The overhead projector is a useful piece of equipment for teaching accounts, and we have found it most helpful in assisting the pupils to achieve neatness. Illustrations on a blackboard how a problem should be entered and ruled off was always a messy business. By using a cell prepared as a sheet from one of the accounting books, the writing and rulings can be seen in their correct colours, neatly entered—and the whole concept is greatly clarified. The projector is also of great use in the teaching of shorthand, for similar reasons.

William Neely teaches at the Highgate Secondary School, J. E. Swanson at Ladywood Secondary School, both in Birmingham.

Courses for sources

Michael Gill

There is little need to emphasise the considerable increase in teaching local studies in both schools and colleges that has taken place recently. Such courses have been developed in response to different needs, but courses primarily intended as an introduction to the concepts, sources and techniques of local studies have tended to predominate over courses aimed at the study of content.

Frequently these courses have involved a degree of interdisciplinary work by geographers and historians. As in determining the nature of the collaboration between the subject specialists that such courses develop clear and fundamental characteristics. The issue rapidly resolves itself into whether local studies should ever be other than separate, if related, disciplines of geography and history, or whether it should be conceived and introduced as a method of inquiry in its own right.

This college has developed a course in local studies which is underpinned by the notion that geography and history are separate disciplines but that the interaction between the two subjects adds the extra dimension which makes local studies both feasible and rewarding. We have two hours a week for three terms and the course, a minor one in the academic programme of the college curriculum, is divided into two. The first section, an introductory survey of sources, techniques and themes, allows a discussion of fundamental issues to be initiated. In the second part the students apply the techniques to a chosen area of study in order to produce a project which, although necessarily limited in scope, allows different techniques to be used in a local context.

Accepting from the outset that an investigation is bound to be selective, our prime concern was the availability and relative ease of analysis of source material for students unaccustomed to work in such areas. This has meant concentration on eighteenth and nineteenth-century sources, but this has allowed a variety of primary, secondary, cartographic and visual evidence to be used.

For example, students use micro-film copies of the mid-nineteenth-century census enumerators' books, parish registers, reports on health and housing, tithe surveys, early Ordnance Survey maps, town plans and old photographs and prints. Collaboration with local record offices and libraries is essential, and the course is supported by fieldwork in rural and urban settings, where the evidence of source material is compared with the modern landscape.

The first half of the course includes lectures and activity groups in which the sources are introduced and some appropriate studies techniques demonstrated. Additional lectures develop fundamental themes which are used as a basis for the course: the most apposite are population, settlement, health and housing, agriculture, industry and transport.

In the case of population studies, students are introduced to the simple aggregative analysis of the registers of baptisms, marriages and burials, the analysis of the mid-nineteenth-century census books and other supportive material such as trade directories. At an early stage in the course they discover the value of large-scale maps such as enclosure and tithe maps, town plans and the early editions of the OS 6in maps and 25in plans. This training in spatial awareness in the historic context is seen as one of the major contributions of geography to the course.

At the end of the first half of the course, students submit two pieces of written work: in one they are required to examine the uses and limitations of a chosen source; in the other they must discuss the essential background to their chosen theme of study.

This part is essential if they are to avoid parochialism. For example, a student intending to undertake a study of an aspect of population within a given area, would be expected in the first piece of work to show an awareness of the value, limits and use made by others of such sources as the census books. In the second a grasp of the essential demographic background both regionally and nationally would have to be demonstrated.

The project requires careful supervision, and here the geographer and the historian can make valuable contributions in terms of their individual subject skills. A student investigating an agricultural topic will be able to get help from an historian for the political and narrative background, the social context and the economic context of capital availability, price fluctuations, etc. The geographer will be able to introduce the student to factors such as environmental conditions, regional patterns of agriculture, analysis of cartographic sources and fieldwork techniques.

In this way the student can gain an insight into the work of each subject discipline, contributing to a theme which cannot be adequately studied within the framework of one subject. Joint teaching by a geographer and an historian helps students to become aware of processes such as urbanization and industrialization in order to combat the danger of excessive localization of inquiry. Furthermore, such combined teaching helps to ensure that spatial concepts and that of change through time are developed and seen in relation to each other.

The essential aim of the course is to allow students to experience an integrated study which, by the use of selected themes, explores the frontiers between geography and history. This means that the study is truly interdisciplinary: the two subjects provide distinctive contributions but merge in the practical application of techniques and knowledge in a particular theme. In this college local studies does not seek to exist separately. Rather it is based on the contributions that each can make to a joint study.

Michael Gill teaches at the Northern Counties College, Newcastle upon Tyne.

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SEX DISCRIMINATION ACT December 29 1975

No job advertisement which indicates or can reasonably be understood as indicating an intention to discriminate on grounds of sex (e.g. by inviting applications only from males or only from females) may be accepted, unless

(1) the job is for the purpose of a private householder or

(2) it is in a business employing less than six persons or

(3) it is otherwise excepted from the requirements of the Sex Discrimination Act

A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.

Primary Education

Headships

AVON COUNTY
ST. MARTINS V.C. J.M. SCHOOL Worle, Weston-super-Mare BS22 0JW
Applications invited for the HEADship of this school. Salary in accordance with Group 7.
Appointment from September 2, 1976.
Planned addressed envelope for further information and application form, stating age, to be obtained from Chief Education Officer, Avon House, York Road, Bedminster, Bristol BS3 3EH. (Quote James Harton, Bristol) 18859 YEB.

CAMBRIDGESHIRE
CAMBRIDGE AREA
LITTLE TUDELEY C.E. (C) PRIMARY SCHOOL
Applications are invited for the post of HEAD TEACHER (Group 1) of this re-modelled village school 9 miles south of Ely from Easter; 40 on roll.
Application forms and further details from Senior Area Education Officer, Shire Hall, Cambridge, CB3 0AP, stamped addressed envelope please; returnable by 19th January, 1976.

CORNWALL
EDUCATION COMMITTEE
HEADSHIPS
LANDCROSS JUNIOR & INFANT SCHOOL
Group 4, 160 on roll
This is at present designated a special county school and an allowance is currently payable under this heading.
OUTSKIRTS JUNIOR AND INFANT SCHOOL
Group 3, 250 on roll
Both posts are available from September, 1976.
Application forms and further details in each case from the Secretary for Education, County Hall, Truro, on receipt of a stamped, addressed envelope.
Closing date 2nd January, 1976.
Miss Cribbs, Secretary for Education.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

MAIDSTONE DIVISION
Appointment of HEAD TEACHER.

MARDYKE SHEPWAY COUNTY JUNIOR BOYS' SCHOOL
Group 4, Roll 268
Appointment to take effect from 27th April 1976.
Application forms and further particulars from the Divisional Education Officer, Astley House, Hastings Road, Maidstone, to whom they should be returned by 9th January, 1976.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
WESTGATE HILL JUNIOR SCHOOL
APPOINTMENT OF HEAD TEACHER
(Group 5)
Required for May 1st, 1976, a fully qualified and experienced TEACHER for appointment as HEAD of one of the county junior schools for approximately 350 pupils aged 7-11 years. There are eleven members of teaching staff, including Head and Deputy Head, and the school for approximately 250 pupils at present. (£2,154 to £2,502 per annum). In addition a social priority allowance of £301 or £276 per annum is payable.
Application forms, obtainable from the Director of Education, 25th Floor, Newcastle upon Tyne NE1 8PU, should be returned by 16th January, 1976, to this Department.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
HEADSHIP
NUTHALL LARKFIELDS INFANTS SCHOOL
Coronation Road, Nuthall, Nottingham NG16 1EP
Qualified TEACHERS are invited to apply for appointment as HEADMISTRESS/HEADMISTRESS of the above school.
Number on roll: 190.
Salary Group: 4.
Vacant: September, 1976.
Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope (9½in) to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.
Closing date: 16th January, 1976.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
HEADSHIP
WARSOP EASTLANDS JUNIOR SCHOOL
Meden Vale, Mansfield.
Nottinghamshire NG20 9PA
Qualified TEACHERS are invited to apply for appointment as HEADMISTRESS/HEADMISTRESS of the above school.
Number on roll: 270.
Salary Group: 3.
Vacant: Summer Term 1976.
Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP.
Closing date: 16th January, 1976.

Deputy Headships Senior Masters/ Mistresses

BERKSHIRE
EDUCATION COMMITTEE
(READING DISTRICT)
GEOFFREY FIELD JUNIOR SCHOOL
Exbourne Road, Reading RG2 8BG
Headmaster: B. E. Peyton
Applications are invited from suitably qualified and experienced TEACHERS for the post of DEPUTY HEAD of this Group 5 School to commence duty beginning of Summer Term, 1976.
Application forms obtainable from and returnable to the Headmaster at the school. Closing date, February 4, 1976.
Assistance with removal expenses. Lodging allowance (married teachers only) in approved cases.

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
Required for the Summer Term 1976, an experienced and enthusiastic TEACHER with a sound knowledge of modern teaching methods for the post of DEPUTY HEAD of this Group 3 school.
Applications (2 foolscap envelopes please) obtainable from the Chief Education Officer, Northgate House, Halifax.
Closing date 16th January, 1976.

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
CENTRAL STREET INFANTS SCHOOL (160 on roll)
Central Street, Hebden Bridge HX7 6HB
Required for the Summer Term, 1976, an experienced and enthusiastic TEACHER with a sound knowledge of modern teaching methods for the post of DEPUTY HEAD of this Group 3 school.
Interest in the development of reading would be appreciated.
Application forms available (on receipt of a stamped addressed foolscap envelope) from the Head Teacher, to whom completed forms should be returned by 20th January, 1976.

HAMPSHIRE
MID-HANTS AREA
DEPUTY HEADSHIP
HOLBURY COUNTY INFANT SCHOOL
Whitefield Road, Holbury, Southampton SO4 1NW.
(242 on roll)
DEPUTY HEAD required for this Group 3 School for Sept. 1976.
Please write to the Headteacher giving curriculum vitae and the names and addresses of two educational referees.
Closing date 5th January 1976.
Assistance with removal expenses in approved cases.

NORTH YORKSHIRE
(County of)
RICHMOND COUNTY PRIMARY SCHOOL
Clarrison (near Richmond)
Group 3
Applications are invited from suitably qualified teachers for the post of DEPUTY HEAD of this school. Experience of team teaching would be an advantage.
Send stamped addressed envelope for application form. Completed forms should be returned to Harrison Dyke, Richmond.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
QUANTITY INFANT SCHOOL
Tomlinson Avenue, Luton
Headmistress: Miss A. Mansell
Required for April 1976, qualified INFANT TEACHER with responsibility for MUSIC. Candidates must be interested in modern teaching methods. Scale 3.
The authority has a scheme for teachers moving into the county to assist with removal expenses. Some assistance with accommodation may be possible.
Application forms obtainable from the Headmistress.

BERKSHIRE
SLOUGH DISTRICT
PRIMARY SCHOOL ASSISTANT (MAY BECOME A.C. FIRST SCHOOL)
Lea Road, Slough SL2 5JU
Required Easter TEACHER for Mid-Ogiers, an 80 Church Road, Langley Hill, to be returned to Headmistress.
Grants towards removal and resettlement expenses payable in approved cases.

BIRMINGHAM
(City of)
EDUCATION DEPARTMENT
COUNTY PRIMARY SCHOOLS
SCALE 2 POSTS AND ABOVE
St. MARY & JOHN INFANT SCHOOL
Gravelly Hill
Birmingham B24 8HQ
Required for Summer Term, INFANT TEACHER—Scale 2 post for suitable candidate. Closing date 1 January 23rd, 1976. Applications to Correspondent Manager, care of school.
There is a scheme for assistance with removal expenses. (V1V5060)

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
DUNSTABLE JUNIOR SCHOOL
Downside, Dunstable LU6 3EJ
Headmaster: N. J. Wyckham
Required to commence duties by September, 1976, a qualified, experienced TEACHER to take MUSIC throughout the school and be responsible for choir and recorder groups. Scale 3 post. Some experience of musical and dramatic productions in schools would be an advantage.
The authority has a scheme for teachers moving into the county to assist with removal expenses. Some assistance with accommodation may be possible.
Application forms obtainable from the Headmaster.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
WARDEN HILL INFANT SCHOOL
Stopsley Way, Luton LU2 8DN
Headmistress: Mrs. J. Broomer
Required for April, 1976, experienced and energetic TEACHER to be responsible for LIBRARY DUTIES. Vacancy due to promotion. Scale 3.
The authority has a scheme for teachers moving into the county to assist with removal expenses. Some assistance with accommodation may be possible.
Application forms obtainable from the Headmistress.

BERKSHIRE
EDUCATION SERVICE
SOUTHERN AREA
ST. EDWARD'S C.E. SCHOOL
Oxford Road, Horsham, Sussex RH13 5BH
(Group 5)
REQUIRES HEAD required Summer Term, 1976. A lively and imaginative teacher is needed. Scale 4 post. Special interests.
Application form and further details from Education Officer for Mid-Sussex, 88 Church Road, Haywards Heath, to be returned to Headmistress.
Grants towards removal and resettlement expenses payable in approved cases.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
QUANTITY INFANT SCHOOL
Tomlinson Avenue, Luton
Headmistress: Miss A. Mansell
Required for April 1976, qualified INFANT TEACHER with responsibility for MUSIC. Candidates must be interested in modern teaching methods. Scale 3.
The authority has a scheme for teachers moving into the county to assist with removal expenses. Some assistance with accommodation may be possible.
Application forms obtainable from the Headmistress.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
DUNSTABLE JUNIOR SCHOOL
Downside, Dunstable LU6 3EJ
Headmaster: N. J. Wyckham
Required to commence duties by September, 1976, a qualified, experienced TEACHER to take MUSIC throughout the school and be responsible for choir and recorder groups. Scale 3 post. Some experience of musical and dramatic productions in schools would be an advantage.
The authority has a scheme for teachers moving into the county to assist with removal expenses. Some assistance with accommodation may be possible.
Application forms obtainable from the Headmaster.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
WARDEN HILL INFANT SCHOOL
Stopsley Way, Luton LU2 8DN
Headmistress: Mrs. J. Broomer
Required for April, 1976, experienced and energetic TEACHER to be responsible for LIBRARY DUTIES. Vacancy due to promotion. Scale 3.
The authority has a scheme for teachers moving into the county to assist with removal expenses. Some assistance with accommodation may be possible.
Application forms obtainable from the Headmistress.

BERKSHIRE
SLOUGH DISTRICT
PRIMARY SCHOOL ASSISTANT (MAY BECOME A.C. FIRST SCHOOL)
Lea Road, Slough SL2 5JU
Required Easter TEACHER for Mid-Ogiers, an 80 Church Road, Langley Hill, to be returned to Headmistress.
Grants towards removal and resettlement expenses payable in approved cases.

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
MIDDLESTON PRIMARY SCHOOL (275 on roll)
Clough Lane, Mixenden, Halifax HX2 8DN
Required from the Summer Term 1976 TEACHER, Scale 3. This post carries responsibility for the organization, supervision and co-ordination of the lower junior school which is comprised of 3 unstreamed 2nd year classes and the holder of a similar post for upper junior school specialization. Teaching responsibility for a 2nd year class.
Application forms available (on receipt of a stamped addressed foolscap envelope) from the Headmaster to whom completed forms should be returned by 30th January, 1976.

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
MIDDLESTON PRIMARY SCHOOL (275 on roll)
Clough Lane, Mixenden, Halifax HX2 8DN
Required from the Summer Term 1976 TEACHER, Scale 3. This post carries responsibility for the organization, supervision and co-ordination of the lower junior school which is comprised of 3 unstreamed 2nd year classes and the holder of a similar post for upper junior school specialization. Teaching responsibility for a 2nd year class.
Application forms available (on receipt of a stamped addressed foolscap envelope) from the Headmaster to whom completed forms should be returned by 30th January, 1976.

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT

Fulwell Junior School (Group 6)

Applications are invited from suitably qualified and experienced teachers for the

HEADSHIP

of the above named school, which becomes vacant at the beginning of the summer term (26th April, 1976).

Application forms, obtainable from the Director of Education, at the address shown below, on receipt of a stamped addressed foolscap envelope, should be returned to him by 17th January, 1976.

Removal expenses and temporary lodging allowance may be granted in the case of appointee from outside the Borough.

Town Hall and Civic Centre, Sunderland, SR2 7DN

L. A. BLOOM, Chief Executive

Classified Advertisements

The charge for advertising in all classifications is 52p per line (minimum 3 lines).

Display in classified advertisements £3.00 per single column cm (minimum space 9.5 cm double column at £57.00).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.

Copy should be sent to:—

The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ,

by Monday for the following Friday's issue.

re-advertisement
Education Department

HEADSHIP

Hucknall Spring Street Infants' School, Spring Street, Hucknall, Notts.

Qualified teachers are invited to apply for appointment as Headmaster/Headmistress of the above school.

Number on roll: 200 Salary Group: 4

Vacant: Summer Term 1976, or as soon as possible thereafter.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

Closing date: 16th January, 1976.

Nottinghamshire County Council

PRIMARY
Scale 2 Posts
continued

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
BARTON COUNTY INFANTS SCHOOL
Caistorgate, Barton-on-Humber
Headmistress, Mrs. J. G. Richardson
Experienced TEACHER required for Scale 2 post. Applicants should state specialism.
Application forms obtainable from the Divisional Executive Officer, Cliff Gate, Scunthorpe, to be returned to the Head Teacher by 31st January, 1976.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
Applications are invited from Qualified TEACHERS for the following posts. GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools will be mixed and Infants, Junior age range and are County Schools.
Applications for specific posts should be submitted on Form C.1 to the Head Teacher at the address shown unless otherwise stated. Teachers already employed within the Division should apply direct to the Divisional Education Officers.

TONBRIDGE MALLING DIVISION

HILDENBOROUGH C.E. (CONTROLLED) J.M. & I. Bidding Lane, Hildenborough, Tonbridge
For April 1976
TEACHER for Juniors. Scale 2 available for suitable applicant taking responsibility for Music (including recorder).
Further details and application forms (stamped addressed envelope) from and to the Headmaster to be returned as soon as possible.

TUNBRIDGE WELLS DIVISION

PEMBURY C.P., J.M. & I. Pembury, Tunbridge Wells
For Jan. 1976
Experienced TEACHER for Juniors to have an interest in Physical Education and Games and to prepare to participate in some extra curricula activities. Experience in the teaching of Mathematics and Science desirable. Scale II post.
Application forms (stamped addressed envelope) from and to the Headmaster.

LEICESTERSHIRE
PERMANENT UNATTACHED
SUPPLY STAFF

Permanent unattached SUPPLY TEACHER required from April. Some past travelling expenses paid and applicants must be car owners. Details on request.
Apply (no forms) with full particulars and names of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 30th January.

Educational Appointments

Both posts are for May 1976

HOYLAND ST. HELENS R.C. (AIDED) JUNIOR & INFANT SCHOOL
Headteacher—Group 3
(Post B.E.1)

THURGOLAND CRANE MOOR R.C. JUNIOR & INFANT SCHOOL (CONTROLLED)
Cranemoor, Sheffield
Headteacher—Group 1
(Post B.E.2)

Application forms and further details for the above two posts are obtainable from and returnable to the Education Officer, 60 Huddersfield Road, Barnsley by 19th January, 1976. Please quote appropriate post number when applying.

BARNSLEY
Metropolitan Borough

Cornwall Education Committee

Assistant Teachers
(Male & Female)

We have vacancies in numerous PRIMARY schools in this delightful County. There is a scheme for removal expenses. If you are interested in the prospect of working in one of the most pleasing areas of the country, please write for details to:
The Secretary for Education, County Hall, Truro, enclosing a stamped addressed envelope and quoting reference TES/SCH/ART.
K. CRUISE, Secretary for Education.

NEWHAM
(London Borough of)
NELSON INFANT SCHOOL
New City Road, London E13 9PY
(455 + 60 Nursery places)
Required Easter 1976:
TEACHER to be responsible for VISUAL AIDS and Teaching resources. Scale 2.
Burnham Scales.
Inner London Allowance £761.
Application forms may be obtained from the undersigned and should be returned as soon as possible.
J. S. WILKIE, M.A., Ph.D. Director of Education, Education Office, Broadway, Stratford, E15 1NN.

NEWHAM
(London Borough of)
ST. ANTHONY'S R.C. INFANT SCHOOL
Upton Avenue, London E7 9QB
(415 on roll)
Required as soon as possible:—
CATHOLIC TEACHER to be responsible for Science. Scale 2.
Burnham Scales, plus London Allowance.
Application forms may be obtained from the undersigned, should be returned as soon as possible.
J. S. WILKIE, M.A., Ph.D. Director of Education, Education Office, Broadway, Stratford, E15 1NN.

NORTH YORKSHIRE
(County of)
Applications are invited from suitably experienced TEACHERS for the following posts:—
SCALPCLIFFE COUNTY SCHOOL
TEACHER (Scale 2) (Primary)
HUMANBY COUNTY (C) SCHOOL
A TEACHER required to work with children in mixed sandy infants, interest in music desirable.
HUTTON C. SCHOOL
Infant TEACHER (interest in music desirable) (Scale 2).
Send stamped addressed envelope for forms, completed forms returned within 14 days of this advertisement. County Education Officer, County Hall, Northallerton.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
Appointment of COMMUNITY TEACHERS (Scale 2)
Applications are invited from experienced TEACHERS for appointment as COMMUNITY TEACHERS in the Nottingham area. There are two posts to be filled at Easter 1976 one at the Clarke Hall Comprehensive School, West Bridgford, and one at the Clarke Hall Primary School. The appointments will be to the County Unemployment Teachers Project and will include some teaching combined with the organisation of activities for parents, the community and social welfare agencies.
Further details and application forms obtainable from the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.
Closing date, 14th January, 1976.

WEST SUSSEX
MID-SUSSEX AREA
ST. WILFRID'S C.E.P.
Eastern Road, Haywards Heath
Sussex
Required Summer Term 1976, Scale 3, ASSISTANT with special responsibility for the co-ordination of Lower Junior Classes. Applicants should provide fullest details of curriculum strengths, interests and abilities.
Application forms and further details from Headmaster on receipt of stamped addressed envelope.
Grants towards removal and resettlement expenses payable in approved cases.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
BOURNEVILLE MIDDLE SCHOOL
Bideford Lane, Luton
Headmaster: Mr. J. J. Hackett
Required for January 1976 or as soon as possible MUSIC TEACHER. Piano, Recorder work, Class singing, Scale 2 or Scale 3 for suitably qualified and experienced candidate.
The Authority has a scheme for teachers moving into the county to assist with removal expenses. Some assistance with accommodation may be possible.
Application forms obtainable from the Headmaster.

HERTFORDSHIRE
COUNTY COUNCIL
MID HERTS DIVISION
HEALTHLANDS INFANTS SCHOOL
Head of Children
Healthlands Drive
St. Albans, AL4 9AY
(Weekly Boarding at present ages 3yrs to seven, eventually three to 12)
TEACHER of the DEAF Scale 1 plus Special School and London plus Special Allowance, requiring January or Easter. A qualified Teacher of the Deaf interested in the team using Cued Speech with profoundly deaf children.
Headmaster is a new purpose-built residential school near the city centre.
For further details apply to the Headmistress.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
ST. BERNADETTE'S R.C. PRIMARY SCHOOL
Anne's Crescent, Scunthorpe
Headmistress, Sister M. Victoire
Experienced TEACHER required for Infant Department. Scale 1.
Application forms obtainable from the Divisional Education Officer, Civic Centre, Scunthorpe, to be returned to the Head Teacher by 31st January, 1976.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
Applications are invited from qualified TEACHERS for the following posts: GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools will be mixed and Infant, Junior age range and are County Schools.
Applications for specific posts should be submitted on Form C.1 to the Head Teacher at the address shown unless otherwise stated. Teachers already employed within the Division should apply to the Divisional Education Officers.

TUNBRIDGE WELLS DIVISION

SHERWOOD PARK C.P. INFANTS' Crescent Road, Tunbridge Wells
For April 1976. TEACHER interested in leading up to comprehensive schooling in relation with young children encouraging parental involvement. Physical applicants will be considered.
Application forms (stamped addressed envelope) from and to the Headmistress.

ASHFORD DIVISION

ASHFORD BYBROOK J. Bybrook Road, Ashford
Required for January 1976, TEACHER to assist with Remedial Work. Scale 2 post available for suitable applicant.

NORTH YORKSHIRE
(County of)
Applications are invited from suitably experienced TEACHERS for first year juniors (Scale 2) is required. Ability to take classes for Assembly is essential.
HAMMERTON WOODFIELD JUNIOR SCHOOL
Required Summer Term, 1976, a TEACHER for lower juniors (Scale 2).
Application forms (stamped addressed envelope, please) obtainable from the County Education Officer, 9, The Grove, Harrogate, to whom completed forms should be returned within 14 days of the advertisement.

NORTH YORKSHIRE
(County of)
Applications are invited from suitably experienced TEACHERS for the following posts:—
HUTTON C. SCHOOL
TEACHER (Scale 2) (Primary)
HUMANBY COUNTY (C) SCHOOL
A TEACHER required to work with children in mixed sandy infants, interest in music desirable.
HUTTON C. SCHOOL
Infant TEACHER (interest in music desirable) (Scale 2).
Send stamped addressed envelope for forms, completed forms returned within fourteen days of this advertisement. County Education Officer, County Hall, Northallerton.
SCALPCLIFFE COUNTY SCHOOL
TEACHER (Scale 2) (Primary)
Required for January 1976, a TEACHER for Juniors. Scale 2 available for suitable applicant taking responsibility for Music (including recorder).
Further details and application forms obtainable from the Headmaster to be returned as soon as possible.

TUNBRIDGE WELLS DIVISION

PEMBURY C.P., J.M. & I. Pembury, Tunbridge Wells
For Jan. 1976
Experienced TEACHER for Juniors to have an interest in Physical Education and Games and to prepare to participate in some extra curricula activities. Experience in the teaching of Mathematics and Science desirable. Scale II post.
Application forms (stamped addressed envelope) from and to the Headmaster.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
Appointment of COMMUNITY TEACHERS (Scale 2)
Applications are invited from experienced TEACHERS for the following posts as COMMUNITY TEACHERS in the Nottingham area. There are two posts to be filled at Easter 1976 one at the Clarke Hall Comprehensive School, West Bridgford, and one at the Clarke Hall Primary School. The appointments will be to the County Unemployment Teachers Project and will include some teaching combined with the organisation of activities for parents, the community and social welfare agencies.
Further details and application forms obtainable from the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.
Closing date, 14th January, 1976.

WEST SUSSEX
MID-SUSSEX AREA
ST. WILFRID'S C.E.P.
Eastern Road, Haywards Heath
Sussex
Required Summer Term, 1976 a TEACHER with special responsibility for the co-ordination of Lower Junior Classes. Applicants should provide fullest details of curriculum strengths, interests and abilities.
Application forms and further details from Headmaster on receipt of stamped addressed envelope.
Grants towards removal and resettlement expenses payable in approved cases.

NORTH YORKSHIRE
(County of)
SCARBOROUGH AREA
EBBERSTON C.P. (AIDED) JUNIOR SCHOOL
Required 1st March, 1976
ASSISTANT TEACHER, to Lower Juniors.
Stamped addressed envelope for application form to Area Education Officer, Education Office, Stepney Road, Scarborough, to be returned within 14 days of this advertisement.

WEST SUSSEX
ST. PHILIP'S R.C. (AIDED) PRIMARY SCHOOL
Landon Road, Arundel
Required for Summer Term, 1976 a TEACHER for Infants (preferably trained, preferably Roman Catholic). Assistance with duties for teaching of Religious Doctrine. In this, two form entry, three class Primary school, 70 on roll. Vacancy due to promotion of Member of Staff. Scale 2 post to include responsibility for Physical Education.
Application forms available from the Headmaster on receipt of stamped addressed envelope. Grants towards removal expenses payable in approved cases.

Middle School Education

Headships

EALING
London Borough of
EDUCATION SERVICE
ELTHORNE DIVISION
CHRIST CHURCH C.E. MIDDLE SCHOOL
(Eight to 12 years)
New Broadway, Ealing, W.5
(330 on roll)
HEAD TEACHER required for Summer Term, 1976. There is a close partnership between the Secondary and the Church of Christ the Saviour.
Weekly Music in the term.
The School has a good academic record and also has a excellent Group 2 Salary Scale, £6,161 to £6,801, plus £361 London Allowance.
Application forms on receipt of stamped addressed envelope from the Chief Education Officer, Helbury House, 79-81 Uxbridge Road, Ealing, W.5. Those should be returned within 14 days to the Chairman of the Managers, the Reverend A. F. Corne, the Clergy House, The Grove, Ealing, W.5.
Previous applications will be reconsidered.

By Subject Classification

Pastoral

Heads of Department

DONCASTER
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
STAINFORTH MIDDLE SCHOOL
Church Road, Stainforth
Doncaster
Telephone: Doncaster 841246
(300 on roll rising to 435)

Required for Easter 1976:
HEAD OF UPPER YEAR GROUP
Scale 3 (£5,340 to £6,017)
Five classes in the Group. Time to teach Music an advantage.
Further information obtainable from the Head of the above school.
Application forms available from the Director of Education, Princegate, Doncaster, to whom they should be returned as soon as possible.

Secondary Education

Headships

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
OXCLOSE SCHOOL
Washington New Town
(Group 11) (11 to 18 Comprehensive/Community School)
HEADTEACHER required for April, 1976, for this 4 FORM ENTRY school which is due to open in September, 1977.
Applications are invited from suitably qualified and experienced candidates who have a special interest in the development of community school in a new and expanding town.
Application forms and further particulars, obtainable from the Principal Education Officer at the address shown below, on receipt of a stamped addressed envelope overleaf, should be returned to him as soon as possible.
Removal expenses and temporary lodging allowances may be granted in the case of an appointee from outside the Borough.
L. A. C. Bloom, Chief Executive, Town Hall and Civic Centre, Sunderland SR2 7DN.

Deputy Headships
Senior Masters/Mistresses

CHANNEL ISLES
STATES OF JERSEY
EDUCATION COMMITTEE
HAUTLIEU SCHOOL
Group 10

A DEPUTY HEAD TEACHER is required to take up appointment from the beginning of the autumn term, 1976, to join with the present Headmaster and Deputy Headmistress in the management of the school.
Hautlieu is a former grammar school which is in the process of becoming a 14 to 18, mixed, comprehensive.
Application forms and further details from the Director of Education, P.O. Box 142, Jubilee, St. Saviour, Jersey, Channel Islands, to be returned to the Headmaster.

HEREFORD AND WORCESTER
COUNTY COUNCIL
PENDESWELL SECONDARY SCHOOL
Bilford Road, Worcester, WR5 3HN

SENIOR TEACHER, Group 3 required September, 1976, for graduate teacher to share administration and co-ordination of pastoral care with Headmaster and Deputy Headmistress in this 11-18 mixed comprehensive school.
Application forms available from and returnable to the Headmaster on receipt of a stamped addressed envelope (foolscap).

NOTTINGHAMSHIRE
EDUCATION COMMITTEE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
PAPPLEWICK COMPREHENSIVE SCHOOL
Required Wood Road, Aspley, Nottingham
Headmaster: J. J. P. Spinnon, M.Sc.
(570 (11 to 16)
Scale 4, Second MASTER/MISTRESS (Group 3) (Deputy Head) with responsibility for Curriculum in this purpose built Comprehensive School. Applicants should have a pleasant manner to fit in with the existing staff.
Application forms from the Headmaster, with names of two referees, as soon as possible.

WILTSHIRE
SOUTH WILTS GRAMMAR SCHOOL Salisbury
(1010 girls on roll, Sixth Form 250)
Required from September, 1976 on the retirement of the present post-holder, DEPUTY HEAD Group 1.
Applicants should be well qualified graduate teachers of considerable experience with proven administrative ability.
Further details (stamped addressed envelope) from the Headmistress to whom applications (including detailed curriculum vitae and names and addresses of two academic referees) should be made.

Remedial Posts

Other Posts on Scale 2 and above

GLOUCESTERSHIRE
EDUCATION COMMITTEE
HARDWICKE SCHOOL FOR GIRLS
Hatherley Road, Gloucester
Required for April, 1976, or as soon as possible thereafter:
Qualified TEACHER of Mathematics (man or woman) to work mainly in the remedial department with the possibility of some general subjects in lower ability streams. Desirability of Scale 2 post for suitable applicant.
Please apply direct to Headmaster for application forms.

Education Department

TEACHING VACANCIES
Rochdale, Greenhill Upper (13-18)
Falinge Road, Rochdale. Tel. Rochdale 31246

Required as soon as possible:

REMEDIAL TEACHER, Scale 2

Experience with immigrant pupils and English language work would be an advantage.
The successful applicant will be expected to participate in developing the remedial curriculum throughout the school.

Application forms available from the Head Teacher, to whom they should be returned on completion. Closing date: Friday 23rd January 1976.

Metropolitan Borough of Rochdale

Leicestershire

GROUP 10 HEADSHIP

ROWLEY FIELDS
SECONDARY SCHOOL, LEICESTER
NEW BUILDING
OPENED AUGUST 1974

HEAD required April, 1976. 460 pupils Mixed (rising to 639 in August 1976).
The post offers great scope for an energetic and imaginative man or woman with clear ideas about the education of children in this critical age range. Section 13 Notices have been published, and subject to the Secretary of State's approval, this school will become 11-16 Comprehensive from August, 1976. Details on request.
Apply (no forms) with full particulars and the names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by January 13, 1976.

SHROPSHIRE
EDUCATION COMMITTEE
Myddle C.E. (Cont.) School

Headship

Group 3
Vacant from Easter, 1976.
Application forms and further details (send stamped addressed envelope) from:
The County Education Officer,
Shirehall, Abbey Foregate, Shrewsbury,
to whom they should be returned
by 16th January, 1976

Salop County Council

By Subject Classification

Domestic Subjects

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
Bushmead Avenue
NORTHERN AREA
HIGH SCHOOL
Hampton Road, Bushmead
LU2 0AH
Headmaster: Mr. D. Tone, B.Sc.
Required for January 1976.
SCALE 3 for RESPONSIBLE HEAD OF HOME ECONOMICS DEPARTMENT
Scale 3. Experienced TEACHER to be responsible for department. Must be conversant with modern trends in Home Economics teaching, C.S.E. (Examining Board New Mode 3) and Child Development to 'O' level, possibly leading to 'A' level.
The home economics suite is part of a recently built Art and Craft block with three well-equipped teaching areas, a flat, and specialist facilities for science. Here the whole emphasis is on practical work.
Application by letter, to the Headmaster, Bushmead Avenue, Bushmead, giving the names of two referees.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
CHURCH OF ENGLAND
HIGH SCHOOL
Carnatic Road, Bootle, Merseyside
L20 5AG
Required for May, 1976, or earlier, HEAD OF HOME ECONOMICS DEPARTMENT (Scale 3 plus responsibility allowances) to be responsible for the teaching of Home Economics throughout the school to G.C.E. 'O' level and C.S.E. standard, to teach both cookery and needlecraft would be an advantage.
Application form and further details available from the Head of the School.
Closing date 19th January, 1976.

Other Posts on Scale 2 and above

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE CHILDWALL SCHOOL
Childwall Avenue, Hornchurch, Essex RM12 4XD
Required for January, 1976, or as soon as possible thereafter, a qualified TEACHER of HOME ECONOMICS to be responsible for the teaching of Home Economics throughout the school to G.C.E. 'O' level and C.S.E. standard. Ability to teach both cookery and needlecraft would be welcomed.
Application form and further details available from the Headmaster.
Closing date for application is 2nd February, 1976.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
BEDFORD HIGH SCHOOL AND COMMUNITY COLLEGE
Kimbolton Road, Bedford
(1,150 mixed 13 to 18)
Headmaster: E. J. Cracknell, B.A.
Required for January if possible, TEACHER of HOME ECONOMICS to take responsibility for the C.S.E. Course established at present in Child Development as well as recommencing an 'A' level course. Ability also to contribute to 'O' level Mode 3 C.S.E.
Apply immediately to the Headmaster by letter or telephone. Application forms.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE CHILDWALL SCHOOL
Childwall Avenue, Hornchurch, Essex RM12 4XD
Lambs Lane, Rainham RM13 9YD
This is a new 11-18 11-form comprehensive school ready for the commencement of the autumn term 1976 and is well established and strong at 5th and 6th form level.
Home Economics has recently been completely refurbished and equipped to a high standard and the department is well staffed and strong at 'A' level.
We require a non-teaching assistant working for 20% hours a week.
The Authority has a scheme for teachers moving into the county to assist with removal expenses.
Please apply direct to the Headmaster giving a curriculum vitae and the names of two referees.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
ASHFORD DIVISION
Applications are invited from qualified TEACHERS for the following posts: GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools will be mixed and Infants, Junior age range and are County Schools.
Applications for specific posts should be submitted on Form C.1 to the Head Teacher at the address shown unless otherwise stated. Teachers already employed within the Division should apply direct to the Divisional Education Officers.

ASHFORD DIVISION

WOODCHURCH C.P. SCHOOL
Woodchurch, Ashford
Required for January 1976, TEACHER for Juniors. Scale 2 post available for suitable applicant taking responsibility for Music (including recorder).
Further details and application forms obtainable from the Headmaster to be returned as soon as possible.

TUNBRIDGE WELLS DIVISION

SHERWOOD PARK C.P. INFANTS' Crescent Road, Tunbridge Wells
For April 1976. TEACHER interested in leading up to comprehensive schooling in relation with young children encouraging parental involvement. Physical applicants will be considered.
Application forms (stamped addressed envelope) from and to the Headmistress.

SECONDARY
Domestic Subjects
continued

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
ASHFORD DIVISION
Applications are invited from qualified TEACHERS for the following posts: GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools will be mixed and Infants, Junior age range and are County Schools.
Applications for specific posts should be submitted on Form C.1 to the Head Teacher at the address shown unless otherwise stated. Teachers already employed within the Division should apply direct to the Divisional Education Officers.

ASHFORD DIVISION

WOODCHURCH C.P. SCHOOL
Woodchurch, Ashford
Required for January 1976, TEACHER for Juniors. Scale 2 post available for suitable applicant taking responsibility for Music (including recorder).
Further details and application forms obtainable from the Headmaster to be returned as soon as possible.

TUNBRIDGE WELLS DIVISION

PEMBURY C.P., J.M. & I. Pembury, Tunbridge Wells
For Jan. 1976
Experienced TEACHER for Juniors to have an interest in Physical Education and Games and to prepare to participate in some extra curricula activities. Experience in the teaching of Mathematics and Science desirable. Scale II post.
Application forms (stamped addressed envelope) from and to the Headmaster.

LEICESTERSHIRE
PERMANENT UNATTACHED
SUPPLY STAFF

Permanent unattached SUPPLY TEACHER required from April. Some past travelling expenses paid and applicants must be car owners. Details on request.
Apply (no forms) with full particulars and names of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 30th January.

Music from The Schools Prom

The Times Educational Supplement is producing a longplaying record album of the first ever Schools Prom.

The album, which will consist of two records, features music—recorded live at the Albert Hall—by all twelve groups which took part.

The double record album is available from Times Newspapers at £3.75 incl. postage and package.

Orders and enquiries should be sent to Shirley Green, The Times Educational Supplement, Room 256, P.O. Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

Payment should accompany the order and be payable to Times Newspapers Limited.

PLEASE ALLOW 28 DAYS FOR DELIVERY

English

Heads of Department

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS for:
MONKSTOWN MANOR HIGH SCHOOL FOR GIRLS
Kensington Avenue, Thornton Heath, Surrey, CR4 7JB
(Tel: 01-679 5422)
Head: Miss M.J. Wynne-Williams
Required in January, 1976 for:
HEAD of ENGLISH DEPARTMENT
required to lead a team of enthusiastic teachers in this comprehensive school for girls aged 11 to 18 years. There is a well-equipped library and a flexible drama studio which could be used for remedial work.
Salary—Burnham Scale 3 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Applications on forms obtainable from, returned to the Headmistress at the above address as soon as possible.

Other Posts on Scale 2 and above

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
BAYSGARTH SCHOOL
Barrow Road, Barton-on-Humber
Headmaster: D. N. Saltiss
Required for the Summer Term, earlier if possible, GRADUATE MASTER or MISTRESS to teach ENGLISH to 'A' level, Scale 3. This is an 11-18 comprehensive school with 1,470 pupils on roll.
Application forms and further particulars may be obtained from the Headmaster, Baysgarth School, Barrow Road, Barton-on-Humber, DN18 6AR. Closing date for applications is 2nd February, 1976.

Scale 1 Posts

BERKSHIRE
EDUCATION COMMITTEE
(Reading District)
STONEHAM BOYS' SCHOOL
Cockney Hill, Tilehurst, Reading, Berkshire
(11 to 18 Comprehensive, 900 boys, 100 in Sixth Form)
Headmaster: G. C. Jenks, M.Sc., M.I.Biol.
Required: TEACHER of BIOLOGY to take responsibility for work with younger forms. Post available January 1976 or soon after.
Application forms from Headmaster, to be returned as soon as possible.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
BEDFORD HIGH SCHOOL FOR GIRLS
The Crescent, Croydon CR9 9LX
Tel.: 01-688 0081
Headmistress: Miss M. Bowen, M.A.
(Oxford), January, 1976
Required as a temporary appointment for one year in the first instance TEACHER of ENGLISH to take charge of the subject to 'O' and 'A' level and to assist in the teaching of the boys 11 to 16 comprehensive school formed in 1972 from 5 traditional grammar schools.
Salary—Burnham Scale 3 with London Area Allowance.
Reasonable temporary accommodation will be found and removal expenses will be reimbursed (details on request).
Applications on forms obtainable from and returned to the Head Teacher at the above address as soon as possible.

Economics

Scale 1 Posts

HARINGEY
(London Borough of)
HIGHGATE WOOD SCHOOL
Muswell Hill Road, London, N.8
(Form entry mixed comprehensive 11 to 18)
Required for January if possible a TEACHER of ECONOMICS to take responsibility for the C.S.E. Course established at present in Child Development as well as recommencing an 'A' level course. Ability also to contribute to 'O' level.
Apply immediately to the Headmaster by letter or telephone. Application forms.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE CHILDWALL SCHOOL
Childwall Avenue, Hornchurch, Essex RM12 4XD
Lambs Lane, Rainham RM13 9YD
This is a new 11-18 11-form comprehensive school ready for the commencement of the autumn term 1976 and is well established and strong at 5th and 6th form level.
Home Economics has recently been completely refurbished and equipped to a high standard and the department is well staffed and strong at 'A' level.
We require a non-teaching assistant working for 20½ hours a week.
The Authority has a scheme for teachers moving into the county to assist with removal expenses.
Please apply direct to the Headmaster giving a curriculum vitae and the names of two referees.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
ASHFORD DIVISION
Applications are invited from qualified TEACHERS for the following posts: GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools will be mixed and Infants, Junior age range and are County Schools.
Applications for specific posts should be submitted on Form C.1 to the Head Teacher at the address shown unless otherwise stated. Teachers already employed within the Division should apply direct to the Divisional Education Officers.

ASHFORD DIVISION

WOODCHURCH C.P. SCHOOL
Woodchurch, Ashford
Required for January 1976, TEACHER for Juniors. Scale 2 post available for suitable applicant taking responsibility for Music (including recorder).
Further details and application forms obtainable from the Headmaster to be returned as soon as possible.

LONDON, E3
BONNER C. FOUNDATION GIRLS' SCHOOL
Bonner Hall, Bow Road
Required as soon as possible in January or later, experienced TEACHER of HOME ECONOMICS about two days a week. (Monday and Thursday a week-end duty, and a day a week, 9th, a matter to be arranged). Scale 2 post could be available.
Please apply to the Headmistress as soon as possible with full particulars and testimonials.

Scale 1 Posts

HARINGEY
(London Borough of)
HIGHGATE WOOD SCHOOL
Muswell Hill Road, London, N.8
(Form entry mixed comprehensive 11 to 18)
Required for January if possible a TEACHER of MATHEMATICS to take responsibility for the C.S.E. Course established at present in Child Development as well as recommencing an 'A' level course. Ability also to contribute to 'O' level Mode 3 C.S.E.
Apply immediately to the Headmaster by letter or telephone. Application forms.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
BEDFORD HIGH SCHOOL FOR GIRLS
The Crescent, Croydon CR9 9LX
Tel.: 01-688 0081
Headmistress: Miss M. Bowen, M.A. (Oxford), January, 1976
Required as a temporary appointment for one year in the first instance TEACHER of MATHEMATICS to assist in the teaching of the subject to G.C.E. and C.S.E. standard and also at level in the boys 11 to 16 comprehensive school formed in 1972 from 5 traditional grammar schools.
Salary—Burnham Scale 3 with London Area Allowance.
Reasonable temporary accommodation will be found and removal expenses will be reimbursed (details on request).
Applications on forms obtainable from and returned to the Head Teacher at the above address as soon as possible.

Geography

Scale 1 Posts

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS for:
MONKSTOWN MANOR HIGH SCHOOL FOR GIRLS
Kensington Avenue, Thornton Heath, Surrey, CR4 7JB
(Tel: 01-679 5422)
Head: Miss M.J. Wynne-Williams
Required in January, 1976 for:
HEAD of ENGLISH DEPARTMENT required to lead a team of enthusiastic teachers in this comprehensive school for girls aged 11 to 18 years. There is a well-equipped library and a flexible drama studio which could be used for remedial work within the responsibility of the department.
Salary—Burnham Scale 3 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Applications on forms obtainable from, returned to the Headmistress at the above address as soon as possible.

Other Posts on Scale 2 and above

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
BAYSGARTH SCHOOL
Barrow Road, Barton-on-Humber
Headmaster: D. N. Saltiss
Required for the Summer Term, earlier if possible, GRADUATE MASTER or MISTRESS to teach ENGLISH to 'A' level, Scale 3. This is an 11-18 comprehensive school with 1,470 pupils on roll.
Application forms and further particulars may be obtained from the Headmaster, Baysgarth School, Barrow Road, Barton-on-Humber, DN18 6AR. Closing date for applications is 2nd February, 1976.

Scale 1 Posts

BERKSHIRE
EDUCATION COMMITTEE
(Reading District)
STONEHAM BOYS' SCHOOL
Cockney Hill, Tilehurst, Reading, Berkshire
(11 to 18 Comprehensive, 900 boys, 100 in Sixth Form)
Headmaster: G. C. Jenks, M.Sc., M.I.Biol.
Required: TEACHER of ENGLISH to 'O' level and C.S.E. but mainly work with younger forms. Post available January 1976 or soon after.
Application forms from Headmaster, to be returned as soon as possible.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
BEDFORD HIGH SCHOOL FOR GIRLS
The Crescent, Croydon CR9 9LX
Tel.: 01-688 0081
Headmistress: Miss M. Bowen, M.A. (Oxford), January, 1976
Required as a temporary appointment for one year in the first instance TEACHER of ENGLISH to assist in the teaching of the subject to G.C.E. and C.S.E. standard and also at level in the boys 11 to 16 comprehensive school formed in 1972 from 5 traditional grammar schools.
Salary—Burnham Scale 3 with London Area Allowance.
Reasonable temporary accommodation will be found and removal expenses will be reimbursed (details on request).
Applications on forms obtainable from and returned to the Head Teacher at the above address as soon as possible.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Office, The Civic Centre, Lampton Road, Hounslow, Middlesex.

FELTHAM SCHOOL
Hanworth Road, Feltham TW13 5DB
Headmaster: Mr. P. J. R. Banbury, M.A., B.Sc.
Required: TEACHER of ENG-LISH to 'O' level and C.S.E. but mainly work with younger forms. Post available January 1976 or soon after.
Application forms from Headmaster, to be returned as soon as possible.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Office, The Civic Centre, Lampton Road, Hounslow, Middlesex.

FELTHAM SCHOOL
Hanworth Road, Feltham TW13 5DB
Headmaster: Mr. P. J. R. Banbury, M.A., B.Sc.
Required from beginning of summer term, TEACHER of MATHEMATICS to 'O' level and C.S.E. Mode 3 to take responsibility for the subject. Possible Group 3 graded post. Graduate preferred.
London allowance £267 payable. The Authority has a scheme in force to consider applications from teachers moving into the county to assist with removal expenses. Some assistance with accommodation may be possible.
Letters of application in the first instance to the Head Teacher of the school, giving details of qualifications and names of two referees.
P. J. Lee, Director of Education.

NEWHAM
(London Borough of)
NELSON INFANT SCHOOL
New City Road, London E13 9PY
(455 + 60 Nursery places)
Required Easter 1976:
TEACHER to be responsible for VISUAL AIDS and Teaching resources. Scale 2.
Burnham Scales.
Inner London Allowance £761.
Application forms may be obtained from the undersigned and should be returned as soon as possible.
J. S. WILKIE, M.A., Ph.D. Director of Education, Education Office, Broadway, Stratford, E15 1NN.

NEWHAM
(London Borough of)
ST. ANTHONY'S R.C. INFANT SCHOOL
Upton Avenue, London E7 9QB
(415 on roll)
Required as soon as possible:—
CATHOLIC TEACHER to be responsible for Science. Scale 2.
Burnham Scales, plus London Allowance.
Application forms may be obtained from the undersigned, should be returned as soon as possible.
J. S. WILKIE, M.A., Ph.D. Director of Education, Education Office, Broadway, Stratford, E15 1NN.

LEEDS
ST. MARY'S COLLEGE
Church Road LS9 7JA
Headmaster: Brother Leeds 465248
Required for April, 1976, at this Roman Catholic Voluntary Aided School (675 on roll, 150 in Sixth Form) a graduate teacher of Geography. Responsible, GEOGRAPHY GRADU-ATE (with Geography to 'A' level and 'O' level. An interest in field work is essential.
Apply to the Headmistress for formal application, which names and addresses of two referees.

History

Scale 1 Posts

BERKSHIRE
EDUCATION COMMITTEE
(Reading District)
STONEHAM BOYS' SCHOOL
Cockney Hill, Tilehurst, Reading, Berkshire
(11 to 18 Comprehensive, 900 boys, 100 in Sixth Form)
Headmaster: G. C. Jenks, M.Sc., M.I.Biol.
Required: TEACHER of HISTORY mainly for work with younger forms. Post available January 1976 or soon after. Scale 1.
Application in writing, with names of two referees and details of qualifications and experience, to the Headmaster.
Assistance with removal expenses. Lodging allowance (married teachers only) in approved cases.

Other Posts on Scale 2 and above

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
BAYSGARTH SCHOOL
Barrow Road, Barton-on-Humber
Headmaster: D. N. Saltiss
Required for the Summer Term, earlier if possible, GRADUATE MASTER or MISTRESS to teach ENGLISH to 'A' level, Scale 3. This is an 11-18 comprehensive school with 1,470 pupils on roll.
Application forms and further particulars may be obtained from the Headmaster, Baysgarth School, Barrow Road, Barton-on-Humber, DN18 6AR. Closing date for applications is 2nd February, 1976.

Scale 1 Posts

BERKSHIRE
EDUCATION COMMITTEE
(Reading District)
STONEHAM BOYS' SCHOOL
Cockney Hill, Tilehurst, Reading, Berkshire
(11 to 18 Comprehensive, 900 boys, 100 in Sixth Form)
Headmaster: G. C. Jenks, M.Sc., M.I.Biol.
Required: TEACHER of HISTORY mainly for work with younger forms. Post available January 1976 or soon after. Scale 1.
Application in writing, with names of two referees and details of qualifications and experience, to the Headmaster.
Assistance with removal expenses. Lodging allowance (married teachers only) in approved cases.

HOUNSLOW
(London Borough of)
EDU

SECONDARY
Mathematics
continued

NEWHAM
(London Borough of)
GIRLS' HIGH SCHOOL
Prince Regent Lane, London E13 8RZ
(1,027 boys on roll)
Headmistress: Miss P. Doreen B.A., L.L.B.
Required as soon as possible :
MATHEMATICS ASSISTANT, preferably able to offer some physics. The school prepares for G.C.E. 'A' and C.S.E. examinations.
The School has a stability and consequently attractive to the well-being of Pupils and Staff.
Inner London allowance £561.
Plus Social Priority Allowance £201 or £176.
Application forms may be obtained from the Headmistress at the School, telephone : 01-511 6231.
Completed application forms should be returned to the undersigned as soon as possible.
F. B. Wilks M.A. Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

NEWHAM
(London Borough of)
CUMBERLAND SCHOOL
Cumberland Road, London E13 9PD
(1,539 Mixed on Roll)
Headmaster : Mr. J. A. McDonald M.A.
Required as soon as possible :
ASSISTANT TEACHER for MATHEMATICS, Scale 2.
Work would be mainly with pupils in the Lower School (years 1 to 3) but there would be a possibility of some examination work for a full-time candidate.
Inner London Allowance £561.
Plus Social Priority Allowance £201 or £176.
Application forms may be obtained from the Headmaster at the School, telephone : 01-511 6231.
Completed application forms should be returned to the undersigned as soon as possible.
F. B. Wilks M.A. Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

ilea INNER LONDON EDUCATION AUTHORITY

Specialist vacancies for secondary teachers

The Authority would be pleased to hear from you if you are a suitably qualified teacher of

Commerce with Office Skills
Craft and Technical Studies
French
Home Economics
Mathematics

Appointment would be to a Scale 1 post in the Authority's general teaching service (Inner London allowance payable).

For an application form, please write to the Education Officer (TSS), The County Hall, London SE1 7PB (telephone 01-633 7137) or call at Room 70 in the County Hall.

West Glamorgan County Council

Applications are invited from suitably qualified teachers for the following posts in the Authority's service to commence duty in April 1976.
All posts are Scale 1 unless otherwise stated.
An asterisk before the school name indicates a social priority school.

Deputy Headteachers

St. Illtyd's R.C. Primary
Danygraig, Swansea
This is a Group 2 School with a mixed pupil enrolment of 86 pupils.
(Post Ref. TVS1/2.2575/A).

***Pentrechwyth Infants**
Pentrechwyth Road, Swansea
This is a Group 2 School with a mixed pupil enrolment of 100 pupils.
(Post Ref. TP25/3.25.76/A).

Primary Schools

Music
Trallwn Junior (Mixed) (367 on roll)
Trallwn, Llansamlet
Must be accomplished pianist. Scale 2 required as soon as possible.
(Ref. 4P14/4.25.75/A).

Secondary Schools

Combined Domestic Subjects
***Cefn Hengoed Comprehensive (Mixed)**
(1,600 on roll) (Age range 11-18)
Caldicot Road, Bonymaen, Swansea
Main interest in needlework. Required as soon as possible.
(Ref. 2S18/5.25.75/A).

English
***Cefn Hengoed Comprehensive (Mixed)**
(1,600 on roll) (Age range 11-18)
Caldicot Road, Bonymaen, Swansea
To G.S.E. level.
(Ref. 2S18/6.25.76/A).

Permanent Supply
PORT TALBOT DISTRICT. Candidates must have completed their probationary service and should be able to offer a range of subjects in the District's Comprehensive Schools. Applicants should be able to drive and have the regular use of a car.
(Ref. 8S/T.25.75/A).

Application forms and further details of specific posts are obtainable from the undersigned on receipt of a stamped addressed envelope quoting the appropriate post reference.
CLOSING DATE. The closing date for the receipt of completed application forms is FRIDAY, 16th JANARY, 1976.
Princess House, JOHN BEALE,
Princess Way, SWANSEA. Director of Education.

Modern Languages

Heads of Department

HILLINGDON
(London Borough of)
CAVENDISH SCHOOL
Aldwickrea Avenue, Ylewatey, West Drayton, Middx.
(NO 6th Form) (1,082. 50 in Sixth Form)
Headmaster: K. E. R. Bryant, B.Sc.
Required for Easter or September, 1976 HEAD OF MODERN LANGUAGE DEPARTMENT, Scale 4.
French is taught to all classes in the first three years with the exception in the third year of four groups who are given Spanish. German and Italian are offered as options in the fourth and fifth years to G.C.E. O.S.E. levels and in the sixth form to A level. There is a suite of rooms including an audio/visual room and a room equipped with an induction loop system. The successful candidate will be required to develop further an already active department.
Apply in the first instance by letter to the Director of Education, Belmont House, Uxbridge, Middlesex, giving the names and addresses of two referees.
London Allowance payable.
75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

Scale 1 Posts

BARNET
(London Borough)
EAST BARNET SENIOR HIGH SCHOOL
Cleveland Grove, Cat Hill, East Barnet, EN4 8PU
(1,440 on roll)
Nearest Tube station: Cockfosters
Specialist Comprehensive
14 to 18 years
(All 6th Sixth Form 100)
Required January 1976, qualified GRADUATE in FRENCH 'A' or 'O' preferable for teaching 'A' and 'O' level and C.S.E. examination courses. The appointment will be till the end of the current academic year. A teacher able to offer only form duties will also be considered.
Applications giving details of age, qualifications, experience and the names of two professional referees to the Headmaster immediately.

EALING
(London Borough)
EDUCATION OFFICE
REYNOLDS HIGH SCHOOL
Stanmore Lane, Acton, W3 8EQ
Required as soon as possible
TEACHER of FRENCH/GERMAN who is interested in developing courses to Mode 3 G.C.E. 'A' level in Modern European Studies. A suitable study environment would be given the higher grade and would be responsible to the Head of Department for the work in German.
Location : Yeading. £561 plus Social Priority Allowance is payable.
If appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Applications to the Head at the school as soon as possible.

ENFIELD
(London Borough of)
CHASE SIDE GIRLS' GRAMMAR SCHOOL
Hertford Road, Enfield, EN2 6LT
(1,177 on roll)
Required for September, 1976 at this 11-18 Comprehensive School, HEAD OF MODERN LANGUAGE DEPARTMENT, Scale 4.
Forms of application and further details available from the Head and should be returned to him by January 15, 1976.

HILLINGDON
(London Borough of)
HAYES SCHOOL
Hayes End Road, Hayes, Middx.
(Number on roll, 1,197—136 in Sixth Form)
Headmaster: G. D. Waiters, J.P., M.Sc.
Required for January 1976 temporary full-time TEACHER of FRENCH (Scale 1).
London Allowance payable.
Please apply in the first instance by letter to the Director of Education, Belmont House, Uxbridge, Middlesex.

HUMBERSIDE
EDUCATION COMMITTEE
SOUTH EAST DIVISION
SNAITH SCHOOL
Pontefract Road, Snaith, North Humberside
(Mr. R. S. Lawrence
11-16 Comprehensive School)
Required for September, 1976, or earlier if possible :
TEACHER of FRENCH, Scale 2.
Scale 3 post available for suitably qualified candidate. Early consideration will be given to teachers seeking their first appointment.
Application forms, obtainable from the Divisional Education Officer, Centre, Scarborough, to be returned to the Headmaster.

Physical Education

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
ST. THOMAS' SCHOOL
St. Thomas's Road, Luton, LU3 1UX
(Roman Catholic Voluntary Aided)
Required for April, 1976, SENIOR MASTER/MISTRESS (Religious Education) with a special interest in Netball and Athletics. The school has the use of a large new sports hall on an adjoining site. Scale 2 or 3 for suitable applicant.
The Authority has a scheme for teachers moving into the County to assist with removal expenses. Some assistance with accommodation may be possible.
Further details and application forms available from the Headmaster.

CITY OF WAKEFIELD
METROPOLITAN DISTRICT
ORMONDE SCHOOL
OSSETT SCHOOL
Storrs Hill Road, Dalton
Required for September, 1976 at this 11-16 mixed comprehensive school, HEAD OF PHYSICAL EDUCATION DEPARTMENT, Scale 3.
Forms of application and further details available from the Head and should be returned to him by January 15, 1976.

Scale 1 Posts

DERBYSHIRE
EDUCATION COMMITTEE
THE GRANVILLE SCHOOL
Burton Road, Woodville, Burton-on-Trent, DE11 7GR
(Up to 7th Comprehensive)
(850 mixed)
Required 2 February, 1976, or as soon as possible after, TEACHER of PHYSICAL EDUCATION.
Further particulars if required from Headmaster to whom letters of application should be sent as soon as possible (Telephone Swadlincote 67661).

Religious Education

Other Posts on Scale 2 and above

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
SECONDARY
Beechdale Road, Aspley, Nottingham NG8 3DZ
Headmaster: A. Murphy, B.A.
Mixed: 935 (11 to 18)
Required as soon as possible, TEACHER of RELIGIOUS EDUCATION (Scale 2). Sunday duties would be desirable although other subjects could be accommodated.
Applications (no forms) to the Headmaster, giving full details, as soon as possible.

Rural Studies

Heads of Department

WEST SUSSEX
STEYNING GRAMMAR SCHOOL
Steyning, Sussex (Church of England, Co-educational Comprehensive, Day and Boarding (Mixed 1,400)
Required for Easter or September, 1976, HEAD OF RURAL STUDIES DEPARTMENT, Scale 3 available. School provides a rural curriculum with special facilities for rural studies. Opportunity for Scale 2 courses. Possibility of Scale 3 for candidate able to co-ordinate and develop established Environmental Science courses.
Assistance with removal and resettlement expenses payable in approved cases.
Further details and form of application may be obtained from the Headmaster at the school.

Science

Heads of Department

EALING
(London Borough)
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
(13-18 form entry coeducational)
Eskdale Lane, Northolt, Middlesex
Telephone 01-864 8644
Required for January 1976 :
PHYSICS GRADUATE Scale 3
CHEMISTRY GRADUATE Scale 3
Applicants will be offered a complete ability range school. The successful applicant will be part of a lively and progressive Science Department with good location for physics laboratories. Applicants will be expected to teach A level physics and to help with the Combined Science in the Lower School.
London Weighting £351.
In appropriate cases, subject to conditions, assistance may be given for legal fees for house purchase, removal expenses, lodging allowance and travel expenses whilst looking for accommodation.
Application forms may be obtained from the Headmaster, Barrons Road, Harlington, Hayes, Middx. UB3 6AS. Closing date 16th January, 1976.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
ASHFORD DIVISION
ASHFORD, DUNCAN ROWEN SCHOOL
(Boys and Girls)
(Roll 1,160)
BOYS' HANDICAPS (mainly ESN(M)) and GIRLS' ESN(M) (not suitable but newly qualified teachers considered).
Applications to Headmaster at the school (Kingsnorth, Ashford).

Other than by Subject Classification

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
ASHFORD DIVISION NORTH SCHOOL FOR BOYS
MUSIC and GENERAL SUBJECTS
Ashford Girls' Grammar School
Ability to assist with Games an advantage.
Applications to Headmaster at the school (Essella Road, Ashford).

SHROPSHIRE
EDUCATION COMMITTEE
MONKMOOR MODERN SCHOOL
FOR GIRLS
Racecourse Crescent, Shrewsbury
(Mixed)
Scale 3 Upper School HEAD April. Responsibilities include curriculum development 4th/5th year studies, library and liaison with Sixth Form.
Further details from Head (stamped addressed envelope).

Scale 1 Posts

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
BEDFORDS PARK SCHOOL
(Roll 1,100 Comprehensive)
Aprons Drive, Romford RM3 7BJ
Requires as soon as possible a Temporary TEACHER (for one term only) for A level MATHEMATICS (to G.C.E.), ENGLISH and/or SOCIAL STUDIES for 11-16 and 6th year forms.
There is a scheme for removal expenses.
Forms of application to Head teacher quoting two referees.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
SECONDARY
Stanhope Road, Sutton in Ashfield, Notts. NG17 4DU
Headmaster: T. Dumbie, M.A., J.P.
Mixed: 1,300 (11 to 16) Sixth Form 200
Required from 8th March, 1976, TEACHER (Scale 1) of MATHEMATICS and RELIGIOUS EDUCATION.
The successful candidate will be required to teach both subjects to pupils of all ability levels (Group 3 range 11 to 16 years, up to G.C.E. level). An interest in community-centred activities would be an added recommendation.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

Special Education

Headships

WIRRAL
(Metropolitan Borough of)
ELLERAY PARK SCHOOL
HANDICAPPED CHILDREN
West Kirby, Merseyside
Group 6 (3)
(Mixed)
THE APPOINTMENT following the retirement of present Head, Mr. Bell, who has been in charge of children since two to five. Age of pupils from 5 and under 16. Head teacher will be in charge of Nursery Unit, Primary and Secondary Departments. Closing date January 14, 1976.

Deputy Headships Senior Masters/ Mistresses

DONCASTER
EDUCATION DEPARTMENT
ROSSINGTON HALL SPECIAL S.B.N. (M) SCHOOL
Bawtry Road, Rossington, Doncaster DN11 0HS
Telephone : Doncaster 788366
SECOND DEPUTY HEAD GROUP 4B
Applications are invited from qualified TEACHERS with special experience in Special Education for the post of Second Deputy Head of this Residential Special School for boys and girls.
As the posts of Head and Deputy are at present held by men it is envisaged that the duties of the Second Deputy will be largely concerned with girls' education in the fields of curriculum development, and welfare.
Residential accommodation can be offered if it is required.
Application forms and further details available from the Director of Education, Education Department, Princegate, Doncaster to whom completed forms should be returned as soon as possible.

Technical Studies

Other Posts on Scale 2 and above

HARINGEY
(Borough of)
HIGHGATE WOOD SCHOOL
Montenotte Road, London, N.8
(Boys' entry mixed Comprehensive School: Roll 1,345)
Required September, 1976 for CRAFT Department, with special responsibility for Woodwork, one :
Scale 2 or 3 available for suitably qualified and experienced candidate.
Removal expenses, £100 per cent allowed: London Allowance (£351) payable.
Forms of application (stamped addressed envelope) available from the undersigned to be returned to Head of School as soon as possible.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

SURREY COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £141 p.a. THROUGHOUT THE COUNTY.
- Generous relocation expenses in approved cases.
- Some District Councils may be able to provide housing accommodation for teachers.

DEPUTY HEADSHIPS

COMPREHENSIVE

REDSTONE COUNTY SECONDARY MIXED SCHOOL
Noke Drive, Redhill, RH1 4AD
Deputy Headmistress for Summer Term 1976 or as soon as possible thereafter.
In September 1976 the existing Redstone County Secondary Boys' School is expected to be reorganised as a Comprehensive School for boys and girls aged 12-18 years, contributory to a Sixth Form College at Reigate.
It is hoped to make a permanent appointment to the Deputy Headship of the new mixed school, Group 9 salary scale £5,364-£6,988 per annum, with temporary appointment to the secondary boys' school, Group 11 salary scale £5,988-£6,612 per annum, pending reorganisation.
Application forms and further details available on receipt of a stamped addressed envelope from the County Education Officer, County Hall, Kingston upon Thames, KT1 2DJ.
Completed applications should be returned by 16th January 1976.

POSTS OF RESPONSIBILITY

COMPREHENSIVE

ADDLESTONE, ST. PAUL'S COUNTY SECONDARY
(Mixed 920)
REMEDIAL. Master/Mistress from Easter 1976 to join a team of specialists to take responsibility for slow learners in the lower school. Scale 2 post available for a suitably experienced candidate, although this should not discourage others from applying. Temporary for one term considered.
SCIENCE. Master/Mistress required to supplement a strong department. Scale 2 post available for suitably qualified candidate capable of teaching CHEMISTRY to 'O' level. Required Easter.
Telephone Weybridge 47048.

CAMBERLEY, COLLINGWOOD COUNTY SECONDARY (Mixed 1,600 with 250 in Sixth Form)
HEAD OF FOURTH YEAR. Scale 3.
Telephone Camberley 64048.

CHERTSEY, SALESIAN SCHOOL
(R.C. Senior Comprehensive, 13-18) (Mixed 860)
MATHEMATICS. Master/Mistress to teach to C.S.E., 'O' and 'A' level. An interest in individual learning systems an advantage. Scale post available for suitably qualified and experienced applicant. Applicants should be in sympathy with the ideals of a Catholic school.
Telephone Chertsey 64621.

EFFINGHAM, HOWARD OF EFFINGHAM COUNTY SECONDARY
BOYS' CRAFT. Master/Mistress to share teaching to C.S.E. and 'O' level and to assist with integration of craft subjects in design courses, in conjunction with Art Department. Scale post for experienced applicant willing to be responsible for WOODWORK.
Telephone Bookham 53694.

FARNHAM, WEYDON COUNTY SECONDARY
BIOLOGY. Master/Mistress required at Easter or afterwards to teach to 'O' level and C.S.E. Scale 2.
Telephone Farnham 5200.

WOKING, SHEERWATER COUNTY SECONDARY (Mixed 890)
METALWORK. Master/Mistress. Scale 2 post for experienced teacher. GENERAL SCIENCE with PHYSICS. Master/Mistress. Scale 2 for suitably experienced teacher.
Telephone Sylleet 49690.

SIXTH FORM COLLEGES

GODALMING COLLEGE
MUSIC. Master/Mistress required from Summer Term 1976 to take charge of the Department, teaching to 'O' and 'A' level and energetically developing all aspects of musical activity including General Studies Courses. Wide range of instrumental work taught by part-time tutors. Scale 3 or 4 available for suitable applicant.
Telephone Godalming 23620.

BILATERAL

GUILDFORD C. OF E. SECONDARY
PHYSICS. Master/Mistress to be in charge of a large expanding science department with courses to C.S.E. 'O' and 'A' level in all branches of the sciences. Scale 2. METALWORK. Master/Mistress required from Summer Term 1976. Possibility of Scale 2 for an experienced teacher. Courses lead to C.S.E. 'O' and 'A' level. Excellent facilities.
Telephone Guildford 37373.

GUILDFORD, GEORGE ABBOT COUNTY SECONDARY BOYS
METALWORK and some TECHNICAL DRAWING. Master/Mistress to teach to 'O' level. Scale 2.
Telephone Guildford 72249.

SCALE 1 POSTS

COMPREHENSIVE

CHERTSEY, SALESIAN SCHOOL
(R.C. Senior Comprehensive 13-18)
METALCRAFT and TECHNICAL DRAWING. Master/Mistress.
Telephone Chertsey 64621.

GODALMING, BROADWATER COUNTY SECONDARY
DESIGN and TECHNOLOGY. Master/Mistress. Three workshops and Technical Drawing Room.
Telephone Godalming 22198.

SIXTH FORM COLLEGES

GODALMING COLLEGE
RECOURCES. Master/Mistress required for Summer Term to assist with the development of a new resources centre providing teaching aids and recorded programmes etc. Applicants should state subjects offered for approximately 50 per cent of the teaching load.
Telephone Godalming 23620.

SECONDARY
Science
continued

Scale 1 Posts

BERKSHIRE
BRAKENHALE SCHOOL
Bracknell New Town
(11 to 18 mixed comprehensive)
(Roll 1,540)
Required for January 1976:
TEACHING in BIOLOGY and Combined Science—Scale 1.
Apply immediately to the Headmaster for letter giving full specifications, experience, literature and other relevant information and the names and addresses of two referees.
Possibility of assistance with housing. £141 Outer Fringe Allowance.

HEREFORD AND WORCESTER
COUNTY COUNCIL
ROSS-ON-WYE GRAMMAR SCHOOL
Ross-on-Wye, Herefordshire.
HR9 5DT
Required, preferably in January, TEACHER of PHYSICS or BIOLOGY, to teach the subject to 'O' level. Duties in Spring and Summer Terms 1976 only.
Application forms available from and returnable to the Head Teacher on receipt of a stamped addressed envelope (foolscap).

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Office, The Civic Centre, Lampton Road, Hounslow, Middlesex
FELTHAM SCHOOL
Bonnersfield Road, Feltham TW13 6EW
Headmaster : Mr. P. J. R. Dunbury, M.A., B.Sc.
Required from beginning of Summer Term or earlier possible: TEACHER of PHYSICS who is willing to assist with the teaching of mathematics and science in the lower school teaches Physics at all levels.
London Allowance £2567 payable.
The Education Committee has power to consider applications from supernumerary candidates for assistance towards removal, disturbance or second residence allowances.
Letters of application in the first instance to the Head teacher at the above address for details and names of two referees.
P. J. Lee, Director of Education.

LEICESTERSHIRE
SELECTIVE SCHOOLS
(Boys' entry: 11 to 16)
ELLIS SECONDARY SCHOOL
Corporation Road, Leicester
(Roll 1,000)
CHEMISTRY AND COMBINED SCIENCE
(Scale 1)
Required January to teach to examination level. Temporary appointment for Spring term. Possibility of becoming permanent.
Apply (no forms) with the names and addresses of two referees to the Head, from whom further details may be obtained.

RICHMOND UPON THAMES
(London Borough of)
TEDDINGTON SCHOOL
Broom Road, Teddington, Middlesex
Comprehensive: 870 Boys 11-16
Required as soon as possible, TEACHER of SCIENCE, preferably able to offer Biology and Physics to Secondary and Combined Sciences.
School pleasantly sited, with splendid facilities. Scale 1 post. Outer London Allowance of £2567 payable.
Write or telephone (01-977 8641) Headmaster immediately.

DUDLEY
Metropolitan Borough
THE MERE DAY EDUCATION CENTRE
Heath Farm Road, Stourbridge
Required for Easter 1976, or as soon as possible, TEACHER-IN-CHARGE (Scale 3-4).
Aims to give help to children and their families with emotional/behavioural difficulties, usually on a part-time basis, with emphasis on children failing within the junior school age range. Experience in dealing with maladjusted children an advantage.
Further details and application forms from J. Buck, Director of Education, Education Department, 3 St. James's Road, Dudley, West Midlands, DY1 1HJ.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
ASHFORD DIVISION
CHARLES WILLS DIVISION
ASHFORD PLACE COMMUNITY HOME
Canterbury Green, Tunbridge Wells
(Adolescent Girls aged 15-18 years)
TEACHER-IN-CHARGE. Scale II.
Application forms (stamped addressed foolscap) from the Divisional Education Officer, 30 Crown Hill, Tunbridge Wells, to be returned as soon as possible. Further details of post from Mrs. Alves (Superintendent) telephone Langton 3108.

SEPTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
CHURCH OF ENGLAND JUNIOR SCHOOL
Hawkins Road, Septon
(Mixed 240 Juniors)
Required as from 1976:
ASSISTANT TEACHER in the Department of Slow Learning (Scale 2).
This is a post for a teacher with extensive experience of the subject, though involved in the teaching of children with learning difficulties. The successful applicant will be expected to take responsibility for the remedial work in a large part of the department.
Application forms and further details from the Headmaster or the Headmistress of the School (Mrs. Cowell) to whom to be returned.

SUFFOLK
COUNTY COUNCIL
TEACHERS IN HOSPITAL UNITS
Required from Easter, 1976, for Ashbourne Adult Training Centre (Ages 16-25), to form part of the Hospital Unit, TEACHER along with the following new hospital assessment units in Ipswich :
Ipswich Boundary House, unit attached to St. Clement's Hospital, Foxhall Road, (Approximately 10 children aged 2-5 will receive education in the unit).
Ipswich Hospital, Unit attached to Lakenheath Hospital, Bulfen Hall, Lane, (about 20 children aged 5-16 will receive education in the unit at any one time.
Forms of application, obtainable from the Chief Education Officer, Special Schools Section, Grimwade Street, Ipswich, IP4 1LL, on receipt of a stamped addressed envelope, should be completed and returned as soon as possible.

Special Education

Speech and Drama

Scale 1 Posts

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS :
FAIRCHILDES HIGH SCHOOL
Fairchildes Avenue, New Addington CR0 0AT
Telephone: 66 43587
Head, Mr. S. J. Hanlon, B.Sc.
Possible 1st January, 1976.
TEACHER required to be responsible for DRAMA in the school. An up-to-date drama workroom is available and the post provides an opportunity to develop new approaches.
Salary : Burnham Scale 1 with London Area allowance.
Reasonable removal expenses will be reimbursed (details on request).
Applications on forms obtainable from and returned to the Head Teacher at the above address as soon as possible.

Technical Studies

Other Posts on Scale 2 and above

BIRMINGHAM
(City of)
EDUCATION DEPARTMENT
SPECIAL SCHOOLS
THE DAME ELLEN PINSENT SCHOOL
Aregarcote Road, Birmingham B13 0NY
Required as soon as possible, WOODWORK TEACHER to take charge of the Craft Department. Scale 2.
Post could be available for successful applicant.
Apply Headmaster at the school.

UPTON LE SCHOOL
Queensbridge Road, Moseley Birmingham B13 8QH
ASSISTANT TEACHER, Scale 1, required for small residential group of physically handicapped and delicate children. This post, with Special Schools' allowance, offers unique opportunity for interesting individual needs of children with a wide range of communication and perceptual difficulties.
Application forms from Head Teacher, Mr. C. A. Tyrrell, who will gladly arrange a visit. (Tel. 021-449 1861).
There is a scheme for assistance with removal expenses. (V 277-10)

DERBYSHIRE
EDUCATION COMMITTEE
SPRINGFIELD COUNTY JUNIOR SCHOOL
Swadlincote, near Burton-on-Trent, Staffordshire
Scale 1 post available for qualified teacher with suitable experience to work with children with learning difficulties in the ordinary class of the school essential. (Remedial Specialist Teacher Certificate not necessary). Non-resident, but willingness to undertake duties at the Residential Wing

INDEPENDENT continued

History

ESSEX
ST JOHN'S SCHOOL
Billericay
ASSISTANT TEACHER to take charge of HISTORY throughout the above mixed school to "O" and "A" levels, to begin Spring Term 1976 or before if possible. Male with rugby and out-of-door activities is desired. The salary is on Burnham Scale 2, plus London allowance (£514) and pension scheme. Apply direct to the school giving curriculum vitae and names of two referees.

Mathematics

ABERDEENSHIRE
PLAINSTEIN SCHOOL
Cove, Nr. Aberdeen
AB9 2LU
Scottish Highlands
MATHEMATICS TEACHER required January or April, 1976, to teach up to H.G.C.E. "O" level. Duties include other subject at Junior level and good Games coaching welcomed. Single accommodation available. Beautiful country position, ideal for hobbies, ski-ing, hill-walking, canoeing activities.
Salary: Burnham-plus, according to experience and qualifications. Superannuation.
Apply in writing with names, addresses and telephone numbers of two referees to the Headmaster.

ESSEX
MASTER/MISTRESS required to teach MATHEMATICS throughout the school up to "O" level.
Applications to the Headmaster, Raphael School, 38 Junction Road, Romford, Essex.

CHRIST CHURCH, OXFORD

SCHOOLMASTER STUDENTSHIP

The Governing Body of Christ Church intends to elect a Schoolmaster Student to spend Hilary Term 1977 in Oxford.

Applications should be sent in through headmasters, with the names of two referees, to the Dean of Christ Church, Oxford, to arrive not later than Friday 30th January.

Further details may be obtained from the Dean.

West Glamorgan County Council
EDUCATION COMMITTEE

West Glamorgan Institute of Higher Education

Vice-Principal

Applications are invited from persons with appropriate qualifications and substantial experience in higher and further education for the post of Vice-Principal of the West Glamorgan Institute of Higher Education.

The Institute will be formed from the merger in September 1976 of the Swansea Colleges of Education, Technology and Art.

The salary is in the range of Group 7 at £9,300 per annum.

The duties assigned to the Vice-Principal will be

(1) To deputise for the Principal as and when required.

(2) To work closely with the Principal in the general organisation, management and discipline of the Institute, including matters appertaining to the Academic Board and the Board of Governors.

(3) To have, as a specific responsibility, coordination of the financial resources within the Institute.

(4) To have a day to day coordinatory responsibility for all matters appertaining to academic staff.

(5) To be a member of the Academic Board.

The successful candidate will be expected to take up the post as soon as possible in advance of the formation of the Institute so that he or she may play a full part in its planning.

Application forms and further particulars may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope quoting post ref. OF1/1.29.76/A.

Completed applications should be returned not later than Monday, 12th January, 1976.

Education Department.
Princess House,
Princess Way, SWANSEA. JOHN BEALE, Director of Education.

Modern Languages

LONDON. Required for January, French Teacher, to cooperate with interesting language scheme, leading to G.C.E. level. Part-time, possibly full-time if combined with Mathematics or other subject. Accommodation if required. Salary: Burnham Scale. Please apply: Box YIH 2061, The Times, W.C.1X 8EZ.

Music

HAMPSHIRE
Part-time MUSIC TEACHER required April, 1976, probably two/three days weekly (more plans possibly some violin. H.S. rates.
Reconstituted independent girls' boarding school, 160 pupils aged 11 to 17.
Apply Headmistress, North Farnland Lodge, Sherfield-on-Loddon, Basingstoke.

MIDDLESEX
HARROW SCHOOL
Required for April or September, 1976, full member of staff as MUSIC MISTRESS. This is a post for a graduate of lively personality with a special interest in fostering instrumental chamber music in the school. Experience of the keyboard is essential and a second instrument, preferably an advantage. Accommodation available for a married man or for a scholar.
Applications in writing, with the names of two referees, to the Headmaster, Harrow School, Harrow-on-the-Hill.

Science

HERTFORDSHIRE
THE PRINCESS HELENA COLLEGE FOR GIRLS
Temple Dinsley, Preston, near Hitchin
Required in January, a temporary part-time TEACHER of BIOLOGY with duties some GEOGRAPHY, in the lower forms.
Apply Headmistress.

CROYDON. Graduate required Sep; January 1976, to teach "O" level Biology. Full-time. Write for further details to Cambridge House, 47 Ring Road, Croydon, CR0 6SF.

MASTER/MISTRESS required in 1976 to teach Physics and Biology throughout the school up to and including "O" level.—Write Box YES 2066, The Times WC1X 8EZ.

WANTED January, 1976. Young person to teach Biology to "O" level; some junior school mathematics. Independent Grammar School N.W. Middlesex. Applications, with names of two referees to Box YES 2035, The Times WC1X 8EZ.

Speech and Drama

HAMPSHIRE
NORTH FORELAND LODGE
Sherfield-on-Loddon, Basingstoke
Required September, 1976, SPEECH and DRAMA TEACHER with ENGLISH as second subject. Full or part-time. Residence preferred. To teach throughout girls' recognised independent boarding school for 300 pupils aged 11 to 17. Burnham Scale.
Apply Headmistress.

Other than by Subject Classification

HAMPSHIRE
Required in January, resident TEACHER of FRENCH and LATIN to "O" level.
Apply in writing, Headmaster, Hilden College, Oakley, Basingstoke, Hampshire RG23 7EJ.

KENT
Required urgently as from January, 1976 ASSISTANT TEACHER to teach PHYSICS and MATHEMATICS up to "O" level. Burnham Scale, London Allowance.
Also required immediately, experienced SCHOOL LIBRARIAN.
Apply: Headmistress, Holy Trinity Convent, Bromley, Kent. Telephone: 01-460 1716.

WEST SUSSEX
DOWNLANDS COLLEGE
Brighton Road, Haywards Heath
Invite applications for the post of residential TEACHER able to offer GEOGRAPHY and BIOLOGY to Ordinary level. The college is a special school offers its occupants for training in remedial and therapeutic community work in a pleasant project concerned with children having learning difficulties but not physically handicapped.
Applications to the Headmaster will be considered for the spring term commencing January 10, 1976.

GABBITAS-THRING SERVICES LTD.
6, 7 & 8 Sackville Street
London W1X 2BR
Telephone 01-734 0141
are seeking well-qualified experienced School Teachers for posts in
INDEPENDENT SCHOOLS
No fee whatever is payable by candidates for teaching posts

EXPERIENCED teacher required for Junior Department in North London School. Phone 800 8619 or 800 2378.

Pastoral

OXFORD
KINGHAM HILL SCHOOL
Resident HOUSE TUTOR required for January, 1976, for one of two terms for Junior House at this independent boarding secondary school. Suitable for young person prior university. Supervision and Games, etc. Full board and £1,625 per term.
Apply immediately Warden, Kingham Hill School, Kingham, Oxford OX7 6TH.

Preparatory Schools

By Subject Classification

Music

DURHAM
DURHAM CATHEDRAL CHOIR
A vacancy exists for a TENOR LAY CLERK which can be combined with a teaching post primarily English at the Cathedral School, Lay Clerk's salary £1,463 to £1,101 plus Burnham Scale for teaching post. House available.
Apply for particulars: The Chapter Clerk, Chapter Office, The College, Durham DH1 3EH.
Closing date for applications: 30th January, 1976.

Other than by Subject Classification

DURHAM
DURHAM CATHEDRAL CHOIR
A vacancy exists for a TENOR LAY CLERK which can be combined with a teaching post primarily English at the Cathedral School. Lay Clerk's salary £1,463 to £1,101 plus Burnham Scale for teaching post.
Apply for particulars: The Chapter Clerk, Chapter Office, The College, Durham DH1 3EH.
Closing date for applications: 30th January, 1976.

LONDON, N.W.3
Qualified experienced INFANTS' TEACHER required for January, 1976. Burnham Scale.
Please apply in writing to Pardes House School, 181 West Heath Road.

NORFOLK
BESSTON HALL
West Runton, Cromer
Immediate requirement qualified TEACHER form subjects 11 year olds. Games an advantage. Single accommodation. Burnham.
Apply with details and names of two referees to Headmaster.

Colleges of Further Education

Heads of Department

SOLIHULL
SOLIHULL TECHNICAL COLLEGE
Blossomfield Road, B91 3BB
Telephone: 021 705 2376
Owing to the promotion of the present holder to a Vice-Principalship, applications are invited for the post of HEAD of ENGINEERING (Grade III).
Salary: £6,231 to £7,023.
Details from the Principal.

Other Appointments

BARKING
(London Borough of)
BARKING COLLEGE OF TECHNOLOGY
LECTURER Grade 3, in BIOLOGICAL SCIENCES required, preferably with a background of Applied Biology, or Horticulture, or Dispensing, or Nursing and with a relevant graduate or equivalent qualification in Biology.
LECTURER Grade 2/3 in TELECOMMUNICATIONS and ELECTRONICS required, principally for full-time courses in Maths Radio and for City and Guilds of London Institute Telecommunications certificates. Applicants should have appropriate qualifications and experience. Appointment on the Grade 2 scale will depend upon the extent of such experience and the qualifications obtained.
Burnham salary scales plus £381 London Addition.
Application forms and further details—please specify post—from the Registrar, Barking College of Technology, Dagenham Road, Romford, Essex RM7 0XU (Romford 504611). Completed forms to be returned to him within 14 days of this advertisement.

BERKSHIRE
(Royal County of)
EARLEY COLLEGE OF AGRICULTURE
SENIOR COURSE TUTOR
Applications are invited for the above post from persons with suitable qualifications and experience in horticultural education. Salary scale in accordance with the Burnham Scale at the Lecturer II points 4 to 10 (rising at 57,130 to £7,584 plus outer fringe allowance £140.
For these duties application forms apply to the Berkshire College of Agriculture, Hall Place, Burchetts Green, Maidenhead.

EALING
(London Borough of)
EALING TECHNICAL COLLEGE
Specialist Centre for Higher Education
Department of Catering, HOTEL RECEPTION and ADMINISTRATION.
Required as soon as possible by the School of Hotel Keeping, Catering and Tourism.
SENIOR LECTURER to £4,728 (inclusive of London allowance £381).
Further details and application form from the Head of Hotel Keeping, Catering and Tourism.
LECTURER II to £3,723 (inclusive of London allowance £381).
Further details and application form may be obtained from the Principal, to whom they should be returned within 10 days of the appearance of this advertisement.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTH WEST KENT COLLEGE OF TECHNOLOGY
Dartford and Gravesend
DEPARTMENT OF MATHEMATICS
Applications are invited for:
LECTURER—RADIO, TELEVISION and ELECTRONICS SERVICING COURSES.
Applicants should hold appropriate qualifications, have a good industrial background and be able to teach their specialities to craft apprentices.
Salary: Lecturer, Grade 1, £3,486 to £4,599 per annum. Starting salary according to age, qualifications and experience.
Application forms and further particulars from the Vice Principal, North West Kent College of Technology, Isaac Newton Building, Tennyson Road, Gravesend, Kent DA11 0HW.

LANCASHIRE
EDUCATION COMMITTEE
FURTHER EDUCATION
LANCASHIRE AND MORECAMBE COLLEGE OF FURTHER EDUCATION
Morecambe, Lancashire LA1 3TY
LECTURER IN DIAGNOSTIC RADIOGRAPHY, R.D.R.R. or T.D.R.R. with Radiography Qualification formal and details from the Personnel Officer to be returned as soon as possible.
ACCOUNTING AND BOOKKEEPING TEACHER, DEPARTMENT OF FOOD AND FASHION
(Re-advertisement)
LECTURER Grade II in FOOD and HOUSEHOLD SCIENCE required as soon as possible for full time and part time day courses. Various specialisms considered together with HND/C qualifications, teaching experience and qualifications in Food Science. Salary scale £2,469 to £3,327.
Further details/forms from/to the District Education Officer, Education Office, Dalton Square, Lancaster, within 10 days of advertisement. Previous applicants need not reapply.

LEEDS
CITY COUNCIL
DEPARTMENT OF EDUCATION
KIRKSTALL COLLEGE OF TECHNOLOGY
Cambridge Street, Leeds
Principal, B.Sc., Cooper B.Sc., (Tech.), Leeds, M.Inst.P.
DEPARTMENT OF PRINTING and PHOTOGRAPHY
Applications are invited for the post of LECTURER Grade II in MACHINE PRINTING to take up duties as soon as possible. Applicants should have the ability to teach both letterpress and photographic printing.
Salary will be in accordance with the Burnham Scale, £3,540 to £4,272.
Further information and application forms may be obtained from the Principal, to whom they should be returned within 10 days of the appearance of this advertisement.

LEICESTERSHIRE
EDUCATION COMMITTEE
COLLEGE OF FURTHER EDUCATION
Station Road, Wigston, Leicester
DEPARTMENT OF TECHNOLOGY
LECTURER I required as soon as possible to teach mainly subjects in Basic Skills, Liberal and Craft and Technician Courses.
Applicants should have appropriate qualifications and experience. Letters of application to the Principal, with addresses of three referees, within seven days of the appearance of this advertisement.

TUTOR required for courses in Co-operative Management Administration and Development for managers from a wide range of developing countries. Salary: The International Co-operative Training Service, Stafford Hall, Loughborough, Leics.

Universities

LEEDS
THE UNIVERSITY
SCHOOL OF EDUCATION
LECTURER in EDUCATION
Applications are invited for the following appointments in EDUCATION with effect from 1st October, 1976 (or such earlier date as may be agreed):
LECTURER in CHEMISTRY with special reference to Chemistry for Nurses and Midwives.
LECTURER in PHYSICS with special reference to Physics for Nurses and Midwives.
Salary: Lecturer Grade A (£3,486 to £4,599 per annum).
Applications (6 copies), including the names of two referees, should be sent as soon as possible to the Secretary, Education Office, The University, Leeds LS2 9JT.

MANCHESTER
THE UNIVERSITY OF
DEPARTMENT OF AUDITORY AND ORAL EDUCATION OF THE DEAF
LECTURER IN PHONETICS
(Re-advertisement)
Applications are invited for this post. The Lecturer will work within the department of Medical Audiology specialising in the assessment and rehabilitation of hearing-impaired children. Salary scale: Lecturer Grade A (£3,486 to £4,599 per annum) or Lecturer Grade B (£4,599 to £5,715 per annum).
Further details and application forms available from the Registrar, The University, Manchester, M13 9PL. Quote ref. 7555/75-HJL.

MILTON KEYNES
THE OPEN UNIVERSITY
FACULTY OF EDUCATIONAL STUDIES
RESEARCH ASSISTANT
Applications are invited for the post of Research Assistant in the area of Curriculum Studies within the Faculty of Educational Studies.
Candidates should have a degree, preferably some teaching experience and a keen interest in the field of curriculum studies.
Salary scale £3,219 to £4,599 per annum.
Further application forms and details of the post may be obtained from the Registrar, The Open University, Walton Hall, Milton Keynes, MK7 6AA, telephone Milton Keynes (0908) 74066, to whom completed forms should be returned by closing date, 30th January, 1976.

UNIVERSITY APPOINTMENTS
are advertised in
THE TIMES HIGHER EDUCATION SUPPLEMENT
The newspaper read by higher education throughout the world. Available on all Thursday newspaper days.
It has a time established reputation for quality in University and Polytechnic and in other areas from which staff are recruited. Between the dates above that it is the most suitable for the academic and the readers are looking to it for information for jobs planning.
For further information or to book advertising space please contact Miss A. Brooks (Appointments), The Times Higher Education Supplement, New Printing House Square, Gray's Inn Road, London WC1X 8EZ. Telephone 01-837 3311, Extension 567.

North East Surrey College of Technology
Reigate Road, Ewell, Surrey
Principal, B. Haynes, B.Sc., Dip.Ed., C.Chem., F.R.I.C.
Department of Applied Social Sudies
Required for April 1, 1976, or as soon as possible thereafter
Senior Lecturer in Health Studies
Candidates must be qualified Nurse Tutors with experience in further or higher education. Enthusiasm and an ability to work within a multi disciplinary department will strengthen the application.
Salary:
SENIOR LECTURER £5,031 to £6,417 p.a.
£141 p.a. London Allowance payable.
Generous relocation expenses in approved cases.
Stamped addressed foolscap envelope please for further particulars and application form from the Vice-Principal. Applications to be returned within 14 days.

SURREY COUNTY COUNCIL

SOLD OLD SOLD
The Times Educational Supplement can help you sell your product. Over 600,000* people read the TES every week and you can reach them cheaply too. Call our Advertisement department.
01-837 1234
THE TIMES EDUCATIONAL SUPPLEMENT
*NOP Readership survey 1971

Fellowships Studentships and Research Awards

LEEDS
THE UNIVERSITY
PROCTER DEPARTMENT
WOOL INDUSTRIES
LEATHER SCIENCES
RESEARCH FOR SCHOOL SCIENCES
Applications are invited from graduates in Chemistry, Physics or Biology for a number of research studentships tenable for three years in the above departments. Applicants should have a good honours degree and preferably a research qualification. Salary: Maximum £2,300 per annum. Applications, giving details of qualifications and experience, together with the names of two referees, should be sent to the Secretary, Education Office, The University, Leeds LS2 9JT.

LEEDS
THE UNIVERSITY
SCHOOL OF EDUCATION
Applications are invited for a Research Studentship tenable for three years from the October, 1976 session in the School of Education.
The successful candidate will be interested in the problems of teaching science to children of between primary school age and should be well qualified in the sciences and have a minimal practical experience of the first two years of teaching. Ability to contribute to the work of a multi-disciplinary team would be an advantage. Accommodation available if appropriate.
Salary: £3,486 to £4,599 per annum.
Forms of application and further particulars may be obtained from the Secretary, Education Office, The University, Leeds LS2 9JT, quoting reference 7555/75-HJL. Closing date for applications: 15 January, 1976.

MANCHESTER
THE UNIVERSITY OF
DEPARTMENT OF EDUCATION OF THE DEAF
LECTURER IN PHONETICS
(Re-advertisement)
Applications are invited for this post. The Lecturer will work within the department of Medical Audiology specialising in the assessment and rehabilitation of hearing-impaired children. Salary scale: Lecturer Grade A (£3,486 to £4,599 per annum) or Lecturer Grade B (£4,599 to £5,715 per annum).
Further details and application forms available from the Registrar, The University, Manchester, M13 9PL. Quote ref. 7555/75-HJL.

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The newspaper read by higher education throughout the world. Available on all Thursday newspaper days.
It has a time established reputation for quality in University and Polytechnic and in other areas from which staff are recruited. Between the dates above that it is the most suitable for the academic and the readers are looking to it for information for jobs planning.
For further information or to book advertising space please contact Miss A. Brooks (Appointments), The Times Higher Education Supplement, New Printing House Square, Gray's Inn Road, London WC1X 8EZ. Telephone 01-837 3311, Extension 567.

Colleges of Education

GLOUCESTER
GLOUCESTERSHIRE COLLEGE OF ART AND DESIGN
Oxstalls Lane, Gloucester,
LECTURER in PROFESSIONAL and EDUCATION STUDIES (Dance)
Required for two terms beginning January, 1976. Background in any of the major Education disciplines acceptable plus sound teaching experience. Dance specialism preferred. Part-time or full-time employment will be considered.
Salary in accordance with Lecturer Grade A scale according to qualifications and experience.
For further particulars please apply to the Principal at address above.

Adult Education

NORTHAMPTONSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
H.M. PRISON
Daventry
YOUNG PRISONERS' CENTRE
LECTURER I
Applications are invited from suitably qualified and experienced TEACHERS for appointment at the above prison which has recently changed its role from that of a Borstal. The successful applicant will be one of several full-time staff under an education officer, interest in or experience of remedial teaching, vocational training or work with deprived young people is looked for.
Further details are available from the County Education Department, Northampton House, Cattle Market Street, Northampton NN1 2HQ, to whom application forms, which should be returned by Wednesday, January 28, 1976.

Youth and Community Service

HAMPSHIRE
MID-HAMPSHIRE AREA
HILL CHASE SCHOOL
Bishopstoke
YOUTH TUTOR
YOUTH TUTOR required to lead Mixed Youth Club based in Youth Wing on school site and assist in work with Community Service work. Applications invited from qualified teachers interested in young people 14 to 18 years of age.
Salary: Burnham Scale II, £2,655 to £4,212.
Assistance with removal expenses in approved cases.
Full details and application forms from Miss D. A. Whyte, Area F. E. Adviser, "Gordon House" Gordon Road, Winchester.

Colleges of Education

GLOUCESTER
GLOUCESTERSHIRE COLLEGE OF ART AND DESIGN
Oxstalls Lane, Gloucester,
LECTURER in PROFESSIONAL and EDUCATION STUDIES (Dance)
Required for two terms beginning January, 1976. Background in any of the major Education disciplines acceptable plus sound teaching experience. Dance specialism preferred. Part-time or full-time employment will be considered.
Salary in accordance with Lecturer Grade A scale according to qualifications and experience.
For further particulars please apply to the Principal at address above.

Overseas Appointments

NEW YORK
ARABIC LANGUAGE STAFF FOR THE UNITED NATIONS
The United Nations will hold examinations on 26th and 28th January, 1976 for Translators/Precis-Writers, and on 4th March, 1976, for Conference Typists.
Successful candidates will be recruited for existing permanent and temporary vacancies at its Headquarters in New York, in order to sit for the examinations candidates must have the following qualifications:
(a) ARABIC TRANSLATORS/PRECIS-WRITERS
Applicants must be of Arabic mother tongue and University graduates. They must have a perfect command of Arabic and an excellent knowledge of English and of one other official language of the United Nations (Chinese, French, Russian or Spanish).
(b) ARABIC CONFERENCE TYPISTS
Applicants must be of Arabic mother tongue with an excellent knowledge of English. They must be between the ages of 23 and 30 and have had a good secondary education. They must be able to type at a speed of not less than 50 words a minute in English or Arabic and should be shorthand typists.
Candidates successful in the written examinations will be invited for an interview. The interview is an integral part of the selection process and candidates who are invited should not assume that they will be automatically offered an appointment.
Application forms may be obtained by writing before 9th January and indicating the examination(s) desired to: Personnel Division, Room 1004, United Nations, New York, N.Y. 10017, U.S.A. Completed applications must be returned within 17 days of the appearance of this advertisement.

WEST SUSSEX
MID SUSSEX AREA
YOUTH TUTOR
FOREST SCHOOLS
Horsham
Applications are invited from qualified TEACHERS for appointment as YOUTH TUTOR at the above Schools, to start as soon as possible. Salary Burnham Scale II, £2,655-£4,212 according to qualifications and experience and age. Duties will include work with Youth and Community Service.
Application form and further details from Education Officer (re Youth Service), Community Dept., 38 Church Road, Burgess Hill, Sussex.
Grants towards removal and resettlement expenses payable in approved cases.

WEST SUSSEX
COUNTY COUNCIL
FERNLEIGH CENTRE
Crawley
YOUTH WORKER
Needed as soon as possible. Existing opportunity for experienced qualified person to initiate and develop work with the 14 to 21 age group in a community centre and in part of a town. Capacity for supervision and in-service training. Salary £3,354 to £3,930 (Scale 3) rising to £4,128(5). Scheme for removal and resettlement expenses. Car user allowance for duty travel.
Applications from persons from the Area Education Officer (Ref. FA/CC), Ambassador House, Crane Street, Chichester, on receipt of completed enclosed stamped envelope.
Closing date, 19th January, 1976.

Overseas Appointments

NEW YORK
ARABIC LANGUAGE STAFF FOR THE UNITED NATIONS
The United Nations will hold examinations on 26th and 28th January, 1976 for Translators/Precis-Writers, and on 4th March, 1976, for Conference Typists.
Successful candidates will be recruited for existing permanent and temporary vacancies at its Headquarters in New York, in order to sit for the examinations candidates must have the following qualifications:
(a) ARABIC TRANSLATORS/PRECIS-WRITERS
Applicants must be of Arabic mother tongue and University graduates. They must have a perfect command of Arabic and an excellent knowledge of English and of one other official language of the United Nations (Chinese, French, Russian or Spanish).
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Applicants must be of Arabic mother tongue with an excellent knowledge of English. They must be between the ages of 23 and 30 and have had a good secondary education. They must be able to type at a speed of not less than 50 words a minute in English or Arabic and should be shorthand typists.
Candidates successful in the written examinations will be invited for an interview. The interview is an integral part of the selection process and candidates who are invited should not assume that they will be automatically offered an appointment.
Application forms may be obtained by writing before 9th January and indicating the examination(s) desired to: Personnel Division, Room 1004, United Nations, New York, N.Y. 10017, U.S.A. Completed applications must be returned within 17 days of the appearance of this advertisement.

WEST INDIES
BISHOP GIBSON HIGH SCHOOL
THE GIBLES
Mandeville, Jamaica, W.I.
Wanted in September:
A GRADUATE to teach FRENCH to "O" and "A" level.
A PHYSICAL EDUCATION SPECIALIST.
A TECHNICAL SCIENCE GRADUATE to teach any science of Mathematics/Physics/Chemistry to "O" level.
Applicants should have at least two years teaching experience.
Small independent girls' day/boarding school in tastefully developed inland town altitude 2,000 ft. Lovely climate. 150 miles west of Kingston and the coast.
Salary information and application forms write to the Headmistress.

UGANDA
NAMAGAGALI COLLEGE
Required at the beginning of February or March, 1976 in Natural Science to teach physics and chemistry up to "O" level.
Applicants male or female young graduate wanting diploma not essential one or two years service acceptable, free passages, etc. School is co-ed. Boarding of pupils, rather isolated location very rich in wild life.
Write: Rev. D. Grimes, Namasagali High School, Kamuli, Uganda.
Please give telephone number if possible.

JAMAICA
For September 1976, GRADUATES: ENGLISH, ORDINARY LEVEL; MATHEMATICS, SCIENCES, SPANISH to "O" and "A" level. Also certificated teachers: Home Science, Technical. Government conditions. Limited number of places to candidates with Christian concern, send brief personal particulars, with two referees to: Christian Aware, 35 St. Peter's Road, London, W6 9AU.

SOUTHERN ITALY
Wanted, ENGLISH TEACHER for private school teaching English to Italian children and adults. Minimum guaranteed Lit. 185,000 from January 1976.
Send curriculum vitae and photo to International School, Via Vitt. Veneto, Reggio, Calabria.

GERMANY
TEACHERS of ENGLISH required immediately for language school in Hanover. Elementary knowledge of German essential.
Contact Miss J. Hughes, 88 Clapham Common, London W.4. Tel: 01-994 9986.

SICILY
Lady GRADUATE required to teach ENGLISH to foreign students from 15th January to 30th June, 1976.
Apply with full details, references and photograph to the Academy of Languages, Viale Xx Settembre, 19 Catania, Italy.

Administration

Local Education Authority

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION SERVICES
SCHOOLS SERVICE
AYLESBURY VALE DIVISION
Salary £2,532 to £3,022 (+ £3,702) per annum.
Trained or other experienced careers officer to join team of five dealing with the whole academic range of pupils and students in a mixed comprehensive area.
Special career grade with prospect to expand, and candidates normally after two years from qualification.
Essential car user allowance. Removal expenses of up to £150 payable in approved cases.
Application form from Personnel Officer (Ref. EDUCATION), County Hall, Aylesbury, Bucks. Telephone Aylesbury 5000, ext. 6351. Completed applications to be returned within 17 days of the appearance of this advertisement.

LONGFORDS SCHOOL
MINCHINHAMPTON

Second Deputy
in charge of Education

Wanted as Soon as Possible

Longfords is a Community School with Education on the premises for 32 adolescent girls who have personality and behavioural problems. The person appointed will be a teacher responsible for the educational programme and will be required to take full responsibility for the school in the absence of the Head and 1st Deputy.

The school is situated in a beautiful part of the Cotswolds within easy reach of the M4/M5, Bristol and Cheltenham. The main school is divided into three House Groups of up to 9 girls each and there is a Hostel for 6 working girls in the grounds. A new 3 bedroomed house is available in a pleasant nearby village.

The post offered is a challenging and stimulating one and the successful applicant will be expected to work closely as a member of the senior team.

Salary J.N.C. Group 2.

Holidays 8 weeks per annum.

Please 'phone the Head, Mrs. K. Barlow, Nailsworth 2701 for further details and to arrange informal interviews.

Application forms from Director of Social Services (TES), Bearland Wing, Shire Hall, Gloucester GL1 2TR.

Gloucestershire County Council

UNITED WORLD COLLEGE OF SOUTH EAST ASIA
Incorporating
SINGAPORE INTERNATIONAL SCHOOL

Applications are invited from suitably qualified and experienced persons for appointment as:

Teacher of Physical Education

We require a young schoolmaster to work in our Faculty of Pursuits. Applicants who hold a specialist qualification in Physical Education, R.Y.A. teaching qualifications and have had about two years teaching experience are preferred. The post involves teaching of a wide range of Physical Education activities and responsibility for sailing throughout the school. Appointment for 1st April, 1976.

Further details, together with conditions of service, may be obtained from:

United World College,
London House,
Macdonald Square,
London WC1N 2AB

Applications, with full curriculum vitae, to be submitted by 14th January, 1976.

MINISTRY OF DEFENCE
CHIEF YOUTH SERVICE OFFICER BRITISH FORCES GERMANY

SCEA

Applications are invited for this post from suitably qualified persons with substantial experience of youth work.

The successful applicant will be responsible for an established youth service which employs 4 Youth Service Officers, 9 school-based Youth Tutors and 23 Youth Leaders in addition to numerous voluntary youth workers and short term student volunteers. In general, the service provides a variety of activity and training based on British LEA practice.

The post requires the maintenance of close liaison with formations, units and official agencies of the British Forces in the Federal Republic of Germany, and with the voluntary organisations of the British and other Forces and of the host nation.

RATES OF PAY: Salary will be in accordance with the Scales for Inspectors, Organisers and Advisory Officers (Shadbury) i.e. £5,913-£6,670 p.a. plus a London Weighting Allowance of £351 p.a. A tax-free foreign service allowance is also paid.

SUPERANNUATION: The appointment is superannuable under the Teachers' Superannuation Act.

APPLICATION FORMS: Requests for application forms and further details should be made to the Ministry of Defence, CME/0413, Room 342 Lacon House, Theobalds Road, London WC1X 8RY, and completed application forms should be returned by 23rd January 1976 quoting reference AW/1385.

Central Regional Council
Viewforth, Stirling FK8 2ET
EDUCATION DEPARTMENT

Principal Officer
(Leisure and Recreation)

Salary P.O. II £5,727-£6,231

Applications are invited from serving Local Government Officers in Central Region (including Teachers) for the above post. Applicants should have administrative experience and appropriate qualifications in any of the related fields, e.g. Physical Education, Youth and Community Service, Recreation, Tourism, Town and Country Planning.

The successful candidate will be immediately responsible to an Assistant Director of Education for the development and promotion of Recreation, The Arts and Leisure. This is an area requiring comprehensive policy formulation and initially the officer will be involved in assessing the existing provision at Community, District, and Regional levels, as well as maintaining and developing contact and co-operation between the Regional Authority and National and other Agencies, including commercial and private interests, concerned with Leisure and Recreation.

Applications are invited for the undernoted posts which would entail service in the institutions named:

Salary Lecturer 'B' £2,667-£4,356

Polmont Borstal Institution

1. Teacher in Remedial Education
2. Teacher of General Subjects

to be concerned in the teaching and oversight of a General Education Programme.
There is an Education Officer in post at the institution.

Glenochil Detention Centre

Teacher of General Subjects

Applicants should have an interest in Remedial Education.
Application forms may be obtained from the undersigned and should be returned by 16th January, 1976.
Director of Education,
Room 211,
Viewforth,
Stirling FK8 2ET.

Liverpool

SOCIAL SERVICES DEPARTMENT

DERWENT HOUSE ASSESSMENT CENTRE FOR GIRLS,
DERWENT ROAD, STONEYCROFT, LIVERPOOL 13

SENIOR ASSISTANT
THIRD-IN-CHARGE

£2,607-£3,282, plus £219 special responsibility allowance

The successful applicant for this senior residential post will have considerable experience and will be qualified in Residential Child Care, Teaching or Social Work. This is a challenging and rewarding opportunity for an officer with flair and imagination to gain wider knowledge of residential care. A deduction of £372 per annum will be made in respect of residential emoluments.

Application forms may be obtained from the Director of Social Services, 36 Hatton Garden, Liverpool L3 2AW.
Closing date : 16th January, 1976.

STRATHCLYDE REGIONAL COUNCIL
Department of EDUCATION

GLASGOW Sub-Region
Post Ref. No. GW/EDU/147.

DEPUTE SENIOR CAREERS OFFICER

GLASGOW

Salary Scale : £3,474-£3,825 Grade : AP3.

Assisting the Senior Careers Officer in developing and co-ordinating work of the area Careers Team who are responsible for giving vocational guidance to pupils in Secondary Schools : will be involved also in some administration duties.-

Applicants must be experienced in work of Careers Service and should hold degree of British University and/or equivalent Diploma in Careers Guidance.

Full details and application forms may be obtained from the Assistant Director of Manpower Services, 21 Gordon Street, Glasgow, G1 3PS, to whom completed forms should be returned by 12th January, 1976.
R. M. O. McCULLOCH, Director of Manpower Services.

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education awards officer
Higher and Further Education
£4,689-£4,992

We require a suitably qualified and experienced person for this interesting senior post, able to supervise the work of the Department's Higher Education Team. The main responsibility of the Team is the administration of awards to some 8,500 students in higher and further education. The officer appointed will also have a significant counselling role in resolving personal problems of award-holders and in advising students and their parents on awards facilities by interview and by participation in careers and other conventions in schools and colleges.

Applicants should have graduate and/or professional qualifications, together with experience in one or more fields such as teaching, social work, careers guidance, accountancy or relevant administration. A knowledge of Awards Regulations and the higher/further education system would be an advantage ; sound personal attributes for leading a team of fourteen staff and fostering good relations with members of the public are essential.

Closing date for applications 16th January, 1976.

educational psychologist
£3,225-£5,670

We require a suitably qualified person for this post in the Mansfield District, to work with the Senior Educational Psychologist in developing the new School Psychological Service in this area. The post also offers scope for special interests. Work will be done in both normal and special schools in the district and with the Child Guidance Service. An essential car user allowance will be available to the successful applicant.

Closing date for applications 30th January, 1976.

In each case, generous assistance will be given with the expenses incurred in moving house in accordance with the Authority's scheme.

Application forms and further details for either post are available from the Director of Education (ADM/4) at County Hall. Please quote post title and Ref. 145.

Nottinghamshire County Council

ADMINISTRATION
Local Education Authority
continued

HAMPSHIRE
CAREERS SERVICE
CAREERS ADVISER
Southampton
Up to £3,282

Applications are invited from suitably qualified men and women for the above post. The person appointed will be a member of the Guidance Division team and will work in schools in that area.

Salary grade is AP 3-4. A car allowance will be paid and assistance is available for removal, legal and other expenses in connection with appointment. In circumstances accommodation may be arranged and married officers may receive a subsistence allowance if separated from their families.

Please quote reference number 265/AA when obtaining further particulars and application form, returnable by 14 January, 1976, from the Personnel Officer, County Offices, Winchester, Hants, SO23 8UJ.

HAMPSHIRE
CAREERS SERVICE
SPECIALIST ADVISING WORKING WITH DISABLED AND PART HAMPSHIRE

Applications are invited from suitably qualified and experienced CAREERS OFFICERS to work partly in Hampshire but visiting each term school or schools in Cyprus, Hong Kong or Malta. There will be considerable flexibility in forming the team of people involved which may be more than three officers. It is intended to make such arrangements as will enable the officers concerned to be happy to be separated for the work, preferably for two years.

Successful candidates will be based in Hampshire, and in Farnborough and the Cyprus area places to be decided upon, and will be permanent members of the Careers Service. Salary Scale A.P.3. Allowances paid will vary with the location in which each school is based.

Please quote reference number 265/LAA when obtaining further particulars and application form, returnable by 14 January, 1976, from the County Personnel Officer, The Castle, Winchester, Hants, SO23 8UJ.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION DEPARTMENT
SENIOR CAREERS OFFICER
Four posts
Salary Grade A.P.5
(£3,825 to £4,095)

Applications are invited from suitable and experienced CAREERS OFFICERS for these vacancies. They will be filled partly from internal promotions. The Officers appointed will be expected to specialise in one or more of the following areas—further education ; information ; liaison ; the handicapped ; the unemployed.

Application forms and further particulars obtainable from the Director of Education, Education Offices, St. John's Square, Wolverhampton, WV2 4AH (telephone 27811, Ext. 2841). Closing date for receipt of applications 14 January, 1976.

General

HELP INFORM THE EDUCATIONAL WORLD ABOUT THE AGED

Increasing awareness of the plight of many elderly people is at variance with their true activities, and the Education Department is greatly expanded through this appointment of Information Officer.

It involves making contact with all manner of education establishments, qualified to visit them throughout the United Kingdom, and the ideal candidate will be a person who knows the world and consequently be invaluable.

Salary c. £4,000 and comes with car, pension scheme and free life assurance.

If this job is of interest, write or call in with actively to provide your work, and for further career details in your letter, please apply to Frank Baker, Help the Aged, 8-16, Cavell House, 2A-12A, Charing Cross Road, London, WC2H 0HF, quoting reference JA1/TES.

HELP THE AGED

Ancillary Services

GWENT
LLANARTH COURT
Nr. Raglan, Mon.

This Benedictine Preparatory School for boys (A.P.I.-V) must double its 60 day boys, reaching NURSERY, RECEPTION, 5-8 yrs. as R.S.C.M. for April, 1976.

Apply, with references to Headmaster.

EDUCATION DEPARTMENT

Professional Assistant
(Further Education)

Grade A.P.5. Salary scale, £3,825 to £4,095 plus £261 London Weighting. Starting salary according to age, qualifications and experience.

A Professional Assistant is required in the Further Education Division. The post is designed to provide training for suitably qualified (graduate or equivalent) candidates entering from teaching or already in Local Government service.

Consideration may be given to assistance with removal and legal expenses and to disturbance and lodging allowances.

Application forms and further details obtainable from Director of Education, The Grove, Carshalton, Surrey. Tel. 01-669 4499, ext. 84.

Closing date January 16, 1976.

LONDON BOROUGH OF SUTTON

Oxford University Press Nigerian Branch require a Primary Schools Materials Buyer

The Nigerian Branch of Oxford University Press require a full-time Materials Developer to develop a 6-year Primary School course for Nigeria.

Contract Period	3 years.
Location	The first 3 months with the English Language Teaching Development Unit of O.U.P. in Colchester, thereafter in Zaria, Nigeria.
Salary	£6000 to £8000 p.a.
Benefits	In Colchester : accommodation allowance In Zaria ; free furnished accommodation, car, baggage allowance, one month's passage-paid home leave per annum, terminal bonus, outfitting allowance, free medical treatment
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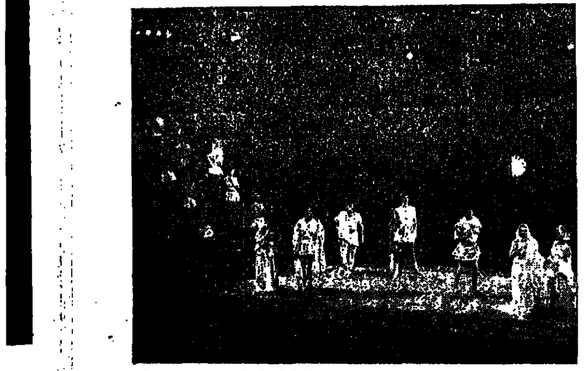
OPERA

BRING BACK LULLY, CARRY ON STRAUSS!

Patrick Carnegy



A moment from the LOC "Alceste".

It is altogether inexcusable that the London Opera Centre's recent production of Lully's *Alceste* in their converted cinema, miles out along the Commercial Road in the East End, should have apparently been the first ever London staging. Where the mighty international opera houses draw back, there James Robertson and his graduate students show us what we are missing.

What, then, is so special about Lully and his *Alceste*? It is simply that with this Italian-born dancer, violinist, composer and shrewd schemer, the French operatic tradition sprang into blossom almost overnight—at the court of the Sun King, Louis XIV. For 20 years Lully had provided the king with sumptuous ballets as reflections of his incomparable *gloire*. Opera in Paris meant the imported Italian entertainment, and the French were not particularly impressed. They already had the finest ballet and, in Corneille and Racine, the finest tragic drama in all Europe. Italian opera was scorned for its nonsensical plots, for a vocal line that massacred the sense (if any) of the words, and for the passion and violence of the music.

Lully himself, prior to his operatic breakthrough in 1673 with *Cadmus et Hermione*, had maintained that opera and the French language were incompatible. But so sensational was the success of *Cadmus* that Lully and his librettist Quinault immediately followed it up with *Alceste*, which was acclaimed by Mme de Sévigné as "un prodige de beauté" and which influenced the whole subsequent course of French opera through Rameau up to Gluck and beyond.

Lully's innovatory achievement was relatively discreet word-setting, modelled on the recitation of actors — he was particularly influenced by the actress La Champmeslé, who had been coached by Racine himself. His collaborator Quinault was a highly regarded poet and playwright, and the composer went to great pains to ensure that his words were always supported by the music, never drowned. The subjects of his fifteen operas were invariably drawn from classical mythology, with which the audiences were well familiar — *Thésée, Bellérophon, Proserpine, Persée, Phaëton, Acis et Galatée*, etc—and allegorical prologues to the operas were designed to flatter the king.

In *Alceste*, the nymphs of the Seine, Tuileries and Marais join with La Gloire—a warrior maiden in silver armour—in alluding to the king's recent victories in his war against the Dutch. Provided the king approved the opera—and he generally did—Lully was assured of success with the public, as indeed he needed to be. For the king's patronage was limited to the presence of his Royal Person, and Lully could only recoup his considerable expenses from a subsequent public success.

Lully's "tragédies en musique" make extensive use of ballet to represent winds, waves, nymphs, furies, spirits and other agents of the natural and supernatural order. In the LOC *Alceste* the dancing was beautifully done by the Rambert School of Ballet in choreography by the producer, William Chappell, which made splendid use of the enormous stage area available. If it should seem odd that "tragedy" should be embellished by ballet, then one must remember that in Lully it is not wholly decorative and has virtually as important a dramatic role as does the chorus in Greek tragedy.

Other important ingredients of Lully and Quinault's art include elaborate stage machinery and, in *Alceste* for example, spectacular scenes of storm, battle, funeral rites, crossing the Styx, and so on. The LOC designer, David Myerscough Jones, had no "machinery" (other than electric lighting—surely the most important single technical innovation in the history of the stage) but used many different levels, linked by long flights of stairs, to do cinematic justice to Lully's requirements. The orchestra of the Guildhall School of Music and Drama played well for James Robertson, and the level of singing, and of characterization of a style too often dismissed as cold and impersonal, was commendably high.

As a first step to getting Lully (and, it must be hoped, Rameau too) on to the modern stage, this production was a very considerable achievement. If a major opera house could find the money for performances needing both ballet and opera companies, and production team as gifted as the LOC's, then surely the lure of spectacle alone would fill the house, to say nothing of Lully's inexhaustible melodic fluency. In his own day audiences found the tunes so catchy that they liked to join in: Telemann remarked that while foreigners "could sing by heart whole scenes of *Atys, Bellérophon*, etc", they could not remember Italian aries nearly so well. As for the unfamiliar seventeenth-century genre of opera plus ballet (very different from that found in Meyerbeer and Verdi), the Lully who convinced the sceptical *aficionados* of Louis's court can, I am sure, still do so today.

A comparable piece of persuasion against the odds is Joachim Herz's magnificent production of Strauss's *Salome* at the London Coliseum, with Josephine Barstow triumphant in her singing, acting and dancing alike. Herz and his designer, Ita Maximowa, have put the work into and much lamented Rudolph Heinrich, are a celebrated team on the Continent—and with good reason. By superbly detailed characterization of a whole host of minor (as well as the major) roles they show that Salome's infatuation with the imprisoned Jokanaan, and Herod's with her, are scandalous in a context far wider than the merely personal. The horror is not in individual degradation, but in its shameless enactment before Nazarenes, soldiers, Jews, and all whose hopes compel them to study Herod's pleasure and haunt his palace. Producer's licence extends to having Herod disappear into Salome's "changing-tent" with her at the climax of the Dance of the Seven Veils (by far the most sensational I've ever seen), and Herod (Emil Belcourt) finding Salome already dead after she has kissed the lips of the beheaded prophet. The opera is superbly conducted by Mark Elder and the whole adds up to an enthralling revaluation of a piece that cannot—now—be dismissed as a shabby shocker.

REITH LECTURES

A MUTUAL CRITICISM

Ned Thomas

As life runs on, certain kinds of phrase get an ever-weaker response from me—or to be completely honest, they get a negative response: "meet the challenge", "new worlds to conquer", "opening-up new fields of endeavour" and so on. I do not think this arises from a dust-and-ashes-vale-of-tears religious attitude or simple life-weariness, or even from the fact that rhetorical clichés are rhetorical clichés, but from a feeling that the Puritan drive and the greedy aspiration that combine to form the exploratory vein in our culture are both running down.

This is no doubt very inappropriate to an educational newspaper, and on the threshold of a new year. It does not qualify me either to enthuse about the American tradition as presented in Daniel J. Boorstin's Reith Lectures, just completed on Radio 4; and I might as well add, so as to put my Old World prejudices fully on the line that, offered the choice of a month in either New York or a Serbian village, I would unhesitatingly choose the latter.

But that does not mean that I found the lectures uninteresting. Nothing you want to argue with is uninteresting, least of all that great symbol, America. At the very start, Daniel Boorstin established a distinction between "discoverers" and "explorers". You discover something you did not know might be there; you explore a mystery that you know to be there. Columbus was a discoverer but he opened up an age of exploration. The map he used had no room where America might be; later maps marked *terrae incognitae* and bore the legend "All the world that has been discovered up to this time".

And America when found, the argument goes, was an empty land, ready to be fashioned to new forms. It would be truer to say that it was *perceived* as empty by the Europeans. Viewed restrospectively by non-Europeans, the "newness" of America like the "darkness" of Africa was an imperial perception. But for Europeans, and for white Americans themselves, America was undoubtedly a liberating fact in consciousness, as the lectures excellently show. "In the Beginning all the world was America", wrote John Locke. "We can no longer say there is nothing new under the sun", said Thomas Jefferson, and Donne, one can add, made that same continent an image of exploration in sexual love.

The Pilgrim Fathers took Biblical models with them, but they had to improvise. Their descendants became the founding fathers of a state which built "amendment" into the constitution. "The United States" said Boorstin, "rested on the shockingly simple notion that nation-building was not the work of gods and ancestors" and that you could go on changing its institutions for the sake of the present generation, undominated by the past. Meanwhile, the space within America gave communities the chance to explore their own unknown, their own potential, with little central direction or fencing in. Hence the suppleness and energy that many Europeans have admired in the United States.

Everything therefore fitted America to be the home, par excellence, of science and technology, and yet, in the most self-doubting of the lectures, Boorstin shows how it is precisely technology that has fenced the modern American in, filling up his world with systems of communication, creating the American city which Europeans have found to be a fair image of Hell.

In the last lecture, we are back to the mission, and dare I say it, the challenge: "If the United States is to continue to play its catalytic role in the world, if it is to continue to stir mankind to the impossible, we must keep alive and socialize the exploring spirit." Boorstin finds enemies in social science prediction, in professionalism, in the partisan minority chauvinisms — negroes, women, homosexuals, who, in his view, place certain fields of inquiry out of bounds. He finds friends in the exploring American Press and media (and here, surely remembering Vietnam and Watergate, we can take off our bushies in reverent agreement), in Congress and in the scepticism of the layman.

One takes most of his points, but I am not sure that you renew a tradition by identifying some of the symptoms of decay. What I find chiefly limiting about the lectures is their refusal to consider, though it is implicit in some of the material presented, the possibility that the seeds of the present lie in the very origins of the tradition. Who can read the emergent languages of the sixteenth- and seventeenth-century English without sensing the greed mixed into their aspiring minds. But as Derek Walcott writes, thinking of the slaves carried to the Americas in the same period "The world's greatest line was a rotting line".

And as Orwell wrote after visiting Wigan, "Columbus sailed the Atlantic, the first steam engine puttered into motion, the British square stood firm under the French guns at Waterloo, the one-eyed scoundrels of the nineteenth century praised God and filled their pockets; and this is where it all led—to labyrinthine slums and dark back kitchens with sickly aging people creeping round and round them like blackbeetles".

And that, too, is not the whole story. But had we not better admit that mixed in with the enterprise, the fearlessness, the independence, the avid imagination, which wherever found, can now be symbolized by the word "America", there is also present, like the other side of a coin, the tear-away exploitative drive, born of unrootedness in place and community, that has brought the planet to the edge of self-destruction? And that in the mind "Europe" with its suggestions of domination by the past, by hierarchy and moral shackles of all kinds, there are also residues of older, pre-nation-state community values that might prove useful to humanity?

Seen in this light, Europe and America, or what the ideas of these continents symbolize, are a moral criticism. Boorstin seems to be not wholly in the American tradition to have seen this possibility.

BRECHTIAN, PIRANDELLIAN

Just over a year ago the first post-graduate course in drama began at Cardiff University. There were students from all over the world on the course, from Nigeria, South Africa, Mexico and the Argentines. Under the supervision of Geoffrey Axworthy, director of Cardiff University's Sherman Theatre, the students involved themselves in all aspects of drama from acting and directing to designing and lighting. During the course of the year they each directed a play, and at the end of the year, culminated a thesis for a diploma in theatre studies.

This year, a new batch of students have already presented a few small-scale productions in the Arena Theatre, the smaller of the two theatres which comprise the Sherman; recently, in collaboration with the University's drama society, and directed by Geoffrey Axworthy assisted by Mike Pearson (well known in Cardiff as director of an experimental theatre group), the students gave us a splendid production of Peter Weiss's *Marat/Sade*.

Though I cannot say that it was exactly an enjoyable experience, as the performance proceeded one felt oneself being involved so completely in the dramatic action, the conflicts of ideas between the two eponymous protagonists and the atmosphere of the lunatic house of the asylum at Charenton in 1808, that at times one began to feel like one of the unfortunate, insane inmates oneself.

Weiss's play is a superb piece of theatre. It has been called Brechtian, and while elements of this influence are evident, I cannot help seeing something of Pirandello here in the way Weiss presents a less "alienated" kind of tragic dramatic conflict—the characters act their parts but believe in them, live them; they don't, as it were, stand away from them to view them objectively.

Marat was played with tremendous spirit by Roberto D'Amico, one of last year's post-graduate students from Latin America, and the Marquis de Sade was played by one of the best amateur actors in South Wales, Terry Daunicey.

Graham Jones

WORKS OF FANCY

The Gothic Taste. By Terence Davis. David and Charles £10.50 until February 1976 then £12.00.

Terence Davis aims to show that "particular fanciful evocation of the Middle Ages, mostly Rococo in spirit, that threaded its way through ten decades" and his lavishly illustrated book is as picturesque as the structures about which he writes. Gothic Revival, with its aim of historical accuracy, is not his concern. It is that largely eighteenth-century style which Walpole described as "more the works of fancy than fashion".

Gothic art was misunderstood and misjudged during the ninteenth century and well into the twentieth. Terence Davis's book places the emphasis where it rightly belongs; on the creative attitude of the designers to their models. This, he explains, was partly because, unlike the contemporary Palladianism, there were no established rules to obey in Gothic so that architects and designers were free to invent. What they invented is what makes turning over every page of this book so exciting. From castle to dining chair, fantasy and imagination are set free, the decorative and associative exploited. The choice and number of examples this book offers is its particular strength. It is not new facts or new attitudes to the subject that readers will find here but a more comprehensive view than ever before.

Michael Clarke

INTO THE WHIRLWIND

Carolyn O'Grady on the Vorticist movement

"Blast". 16mm film. Colour. Available for hire from Concord Films Council Ltd, Nacton, Ipswich, Suffolk IP10 0JZ. Sales inquiries to The Arts Council of Great Britain, 105 Piccadilly, London W1V 0AU.

The Vorticist movement is one of our few homegrown, really innovatory modern art movements. Yet its works are practically unknown in Britain. It has been overshadowed by the cubist and futurist movements on the Continent with which it shared some aims.

The Arts Council have now sponsored a short film about the movement, *Blast* is directed by Murray Grigor and written by Richard Cork, the art critic, who is attempting to rescue the movement from what he sees as its present undeserved obscurity. (Last year Mr Cork organized the exhibition "Vorticism and its Allies" at the Hayward Gallery, London, and this year two books by him on the subject are to be published.)

The title of the film is that of the manifesto of the Vorticist movement which appeared in 1914. Its co-signatories were Gaudier-Brzeska, Pound, described by Cork as the Apollinaire of the movement, Wadsworth and the eccentric and amazingly versatile Wyndham Lewis. The aim was to disrupt the complacent Edwardian art establishment with an abstract art reflecting the new machine age.

The term Vorticist was coined by Pound who saw the movement as a whirling force which would attract all the most positive innovatory elements of the time—an obscure statement from a movement apparently refreshingly given to the terse, pointed phrase: "Blast the years 1837-1900"; "Curse abysmal, inexcusable middle class (also aristocracy and proletaries)"; "Curse with expletive of whirlwind the Britannic aesthete"; "Bless England for its ships".

The paintings, sculpture and to a lesser extent literature which emerged took machines as their theme, rather than the domestic studio motifs of cubism; but tried to avoid the laudatory view of the machine adopted by the Italian futurists.

Many of the works—Epstein's sculptures, for example—exhibited a horror of machines and a fear of man's eventual capitulation to them. These are possibly the ones that work best. Others often attempted a too complicated synthesis of romanticism and classicism and fell between two stools.

The movement was greeted with bewilderment and anger by the Establishment to whom the Vorticist adherents, especially the redoubtable Mr Wyndham Lewis, responded with great wit and renewed activity. But hardly had it begun when the war intervened. Many of the artists were killed and those that came back turned to representational art again, seeming not to attach much importance to their Vorticist period.

Much of their work was auctioned off in the United States and about half has been lost. It was not until the 1930s with Moore, Hepworth and, to some extent, Nash that abstract art was revived in Britain.

Like many other Arts Council productions, the film *Blast* is aimed at a general interest rather than a specialist audience. The idea is not to make a definitive statement on the subject, but to stimulate interest and create excitement. In this it succeeds admirably.

Much of the painting and sculpture shown has rarely been seen in Britain and the newsreel film used to establish the background to the movement is also extraordinarily unfamiliar. The commentary, for the most part, unlike that of many art films, does not attempt to tell you what to feel, but lets the images do it instead.

The aim is not to idealize Vorticism, but to set it alongside the French and Italian-based art rebellions of the time. It is a task well worth undertaking: as a nation we perhaps have a tendency to devalue our contribution to the visual arts.

SNAP JUDGMENTS

Film Criticism and Caricatures 1943-53. By Richard Winnington. Selected and introduced by Paul Rotha. Elek £5.95. 0 236 40007.
Directors and Directions: Cinema for the Seventies. By John Russell Taylor. Eyre Methuen £5.00. 0 413 29980 5.
A Biographical Dictionary of the Cinema. By David Thomson. Secker and Warburg £8.50. 436 52010 9.

Writing film criticism has an element of risk attached—you are required to pass snap judgment on a work of art (or artifice), the product of many men's efforts and often years of toil, shaped by pressures that are as often commercial and economic as artistic, and all digested one morning in a darkened cinema. Woe betide you if your critical antennae falter or you have a cultural indigestion on a diet of three films a week at least, 150 a year. Thirty years later you will be stigmatized for failing to spot the talent of a Losey or a Fellini.

Yet those are the lucky film critics, for patently much writing about the cinema is ephemeral. The function performed by film criticism in the newspapers, weekly or daily, is primarily one of information—what's on. Writing in a coterie or serious magazine, such as *Sight and Sound* or *Screen*, you can afford to wander in the groves of academe.

The element of Russian roulette could doubtless be ruled out by a device I read about in the *TES* recently—the component analysis tool. But the trend towards issuing collected film criticism is obviously one solution. Graham Greene, Alistair Cooke and Pauline Kael (whose third collection, *Deeper into the Movies* has appeared recently) are examples. To this trio can now be added Richard Winnington, film critic of the *News Chronicle* in the period after the war.

One of the great pleasures of reading collected criticism is the sense you get of sharing in the writing's immediate response, where feeling and involvement come thick off the page.

Winnington was very much of his time. He had, says Dilys Powell, the great virtue of never being taken in, but he suffers from his period's undervaluing of Hollywood and American films. He does not do justice to Howard Hawks as a result, nor to Sam Fuller's *Pickup on South Street* which he describes as "scraping the barrel". Expectedly, *Bicycle Thieves* with its neo-realism comes in for high praise as does Donskoi's *The Childhood of Maxim Gorky*, but he also likes *The Third Man*, by Carol Reed, Jean Renoir's *The Southerner* and Kurosawa's *Rashomon*.

Of the British film industry, then as now, in the doldrums, he is hopeful without it seems much reason for being so. It was the age of Lean, Reed and Rotha, and the documentary pioneered by Grierson et al. It was also the age of Lord Rank whom Winnington describes thus: "Mr Rank made the British industry big and vertical when it should have been small and horizontal. Mr Rank's advisers did not grasp . . . that financial success lay in a direction contrary to the Hollywood path of lavishness and extravagance, that it was parallel to the utmost development of the poetic realism Britain had forged in documentaries and near documentaries. . . ." It all sounds so sadly familiar.

John Russell Taylor, formerly film critic of *The Times*, offers yet another solution to the problem of posterity—he writes books. His selection of directors and directions for the decade has been tragically overtaken by the murder of the Italian director, Pier Paolo Pasolini, a terrible blow also to committed Italian cinema. This tragedy casts new light on Mr Taylor's evaluations, now to be seen as an obituary rather than an interim report. We will never know whether with the storybook films—the romps of *The Decameron, The Canterbury Tales* and *The Arabian Nights*—Pasolini might be moving back to something nearer *Teorema*, which Russell considers his masterpiece.

Russell's selection also includes Jancso, Makavejev, Ray, Chabrol, Lindsey Anderson, Kubrick and Warhol/Morrissey. It is a mixed and eclectic selection. Russell refuses to draw parallels between his subjects and confines himself to giving outlines and perceptive accounts of their films and philosophies. The result is an informed and perceptive work.

David Thomson's *A Biographical Dictionary of the Cinema* is not really a dictionary at all. It is a wilfully eccentric personal selection, for as the author semi-humorously defends himself, "This book is unashamedly the work of someone addicted to being carried away but guilty enough to feel the need to give accounts of the journey. It is a Personal, Opinionated and Obsessive Biographical Dictionary" (author's capital letters).

The book is, therefore, not for beginners but preferably for someone with as strong views and prejudices as the author and someone who will be stimulated by Mr Thomson's provocative sketch maps, the result of his years of viewing and teaching.

Arminta Wordsworth

ADAPTATION, ENVIRONMENT AND SIDE EFFECTS

John Barker on biology films

16mm films: "Biological Equilibrium"; Colour, running time 14 minutes, issued in 1974. "Of Broccoli and Pelicans and Celery and Seals"; Colour, running time 29 minutes, issued in 1975. "Adaptation to Environment", colour, running time 18 minutes, year of issue 1968. Distributed by: Gateway Educational Media, 29-31 Broad Street, Bristol BS1 2HF.

Of Broccoli and Pelicans and Celery and Seals, a strange title for a film but the connexion between this odd assortment of living things is pesticides. On the Channel Islands, off Santa Barbara on the Californian coast, are herds of Californian sealions and also the largest member of this group of mammals, the elephant seal.

The film shows in gripping photography the very real battles between male elephant seals for the control of territory and a harem of females. Unlike many cases of fighting between males in the breeding season, elephant seals not only damage each other but may seriously wound and even kill opponents.

On another island is a colony of the brown pelican. Courtship and mating activities are shown. In the year filmed breeding took place two months late. The result from a colony of 600 pelicans was one young bird.

The film now turns to the fertile Oxnard plain—where broccoli, celery, other vegetables and various fruits are grown. Sprays control insects and fungal diseases, but inevitably the spray is carried by winds and water to the sea. Although since 1970 the use of DDT and similar compounds has been restricted, it can still by special permit be used. The film illustrates how pesticide residues are concentrated up a food web—so that birds and seals, and even man, accumulate significant quantities. This is stored particularly in fatty tissues.

In the pelican it resulted in the production of thin egg shells which broke before the embryo had fully developed. The final sequences of the film illustrate aberrant behaviour in female seals toward their young: one horrific scene shows a female seal battering one of her young. It is suggested that DDT residues affect hormone balance in the seals. And as a result of abnormal behaviour, a high mortality rate among seal pups was recorded.

Though certainly not for the squeamish, this film provides a good case study of the side effects of pesticides on other living things. It is, however, a pity that the teacher's notes only provide a transcript of the commentary. Some background data would be invaluable to back up an important example of the indirect effects of man's activities on living things.

Biological Equilibrium is an English version of a Hungarian film. Its basic message is the need to maintain a biological equilibrium, either naturally or by the efforts of man. Before the credits the opening sequence makes the point of natural control with reference to African savannah. It then switches to Europe. The forest is used to illustrate natural control by predators, including an effective sequence showing a badger raiding a duck's nest for eggs. The point is then made that today many forest populations, such as deer, are controlled by man.

Man changes the landscape to suit his own requirements—by building more roads or bringing land into intensive cultivation, which means that he must maintain control of pests. The film illustrates some ways of doing this. One sequence shows the attraction of insects by scent to a sticky board. Unfortunately, the commentary here is confusing.

Another sequence shows the production, through exposure to radiation, of sterile insects, although it is not clear whether one or both sexes are sterilized, and the effect this may have on the insect population is not fully explained. Replacement of methods using pesticides is advocated, but no reasons for this are given.

In short, this film has some very good ideas, well photographed with, however, its quality somewhat spoilt by poor visual impact, but the commentary is, in places, inadequate.

Adaptation to Environment is a film which takes a keen and close look at the ways in which living things survive in inhospitable surroundings. Although first issued in 1968, this film is still first class value. It was produced and photographed by Dr. E. C. Neal and A. Neal, and it explores the adaptations of the inhabitants of the Coto Doñana, in south-west Spain.

The various habitats: sand dunes, scrubland, marismas and freshwater lagoons are described. Both structural and behavioural adaptations are highlighted: for example, the movement of the Montpellier snake enables it to progress rapidly over sandy ground. The herons and egrets nest communally, lidding thus to give added protection to their young—but in turn the effect of the heavy population in cork oak trees eventually kills the trees.

The photography is of a high standard, catching the burrowing of a mole cricket and the rooting behaviour of the wild boar at dusk.

Adaptation to Environment could be used throughout the secondary school in a variety of contexts. Although it is considering many organisms, which do not occur in Britain, this does not seem to matter. Indeed, it could lead into the exploration of our own environments with local adaptations in mind.

BRIEFINGS

RADIO AND TV

FE and general interest

On the Move (Sunday 18.05, Thursday 12.15, Saturday 10.25 BBC 1)

"Sale" is the word of the week in a series which takes a fresh look at words and which has already led 30,000 adult non-readers to seek further help. Here Polly James, Patricia Hayes and Gay Hamilton take part in a musical interpretation of the January Sales.

Triple Bill on Women and Work (Sunday morning BBC 1)

Three programmes on women and work. "The Sex Discrimination Act" has illustrations of how women are discriminated against. "Equal Pay for Women" in the Trade Union study series looks at how unions can secure equal rights for women and in "What did you do in the Great War, Mummy?" Jessie Stephen reflects on her own campaign.

Politics Now. LOSLA (Sunday BBC 1)

A two part documentary drama investigates political decision-making. LOSLA, the lowering of the school leaving age, is suggested as a way of saving public money. Douglas Hurd, MP, traces the issue from the first debate by civil servants through to its eventual use in a personal political battle.

In and Out of School (Monday 19.00 Radio 3)

A series which examines a child's education, using case studies. Places particular stress on the liaison between home and school and between teachers and parents.

Families in Crisis (Monday 18.30, Radio 3)

A series designed to provoke discussion on the role of the family in our changed society. Takes case studies and explores their relevance to more general problems. In this programme Claire Rayner sums up the main themes of the previous six programmes.

Teaching Languages (Tuesday 19.00, Radio 3)

Final programme in the series devoted to a discussion of general questions sent in by listeners. Includes more information on how to get the most out of machines and how to motivate students.

Three English Childhoods (Tuesday 20.05, Radios 3 and 4)

Three Englishmen from working-class backgrounds discuss their childhood. Donald Nicholl in "On a Pig's Back" talks about life in the West Riding of Yorkshire 50 years ago.

Organizing the Organization (Tuesday 18.30, Radio 3)

First of a group of programmes on how to establish appropriate and effective patterns of organization within different sorts of enterprise. Considers, first, the expectations of both workers and management in an industrial context.

Lifelines (Wednesday 18.30, Radio 3)

Before the language series begin again next week, two general interest programmes in "Wegweiser" some further thoughts about Gen many today, backed up by recordings of interviews with Germans; "Ensemble" is a magazine programme which aims to keep beginners' French on the boil.

Double Agent (Wednesday 22.30, ITV)

A documentary on the life of Graham Greene, using dramatizations and film clips. Includes the first Western television interview with Greene (he has appeared in Budapest) talking about the close relationship between his own experiences and the characters he creates.

Law and Order (Thursday 19.00, Radio 3)

A series on the role of the police in contemporary society. Looks at the way they see their role and the problems they encounter in discharging it. Police officers give opinions on their capacity to respond to new demands imposed upon them by social change.

Speculations (Thursday 18.30, Radio 3)

Attempts to explore rationally ideas on the outer fringes of science. The first discussion between Hans Eysenck and Dr Chris Evans is on the influence of heavenly bodies and, in particular, recent French research into the importance of the planets' positions at birth as a pointer to subsequent success.